

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street

Colusa, CA 95932

(530) 458-7791 FAX (530) 458-4030

AGENDA

Board of Trustees Regular Meeting DISTRICT OFFICE CONFERENCE ROOM

January 9, 2018

5:15 p.m. Open Session with Closed Session to Follow

**PUBLIC COPY OF BOARD PACKET IS AVAILABLE FOR INSPECTION
AT THE CUSD DISTRICT OFFICE LOCATED AT 745 TENTH ST., COLUSA**

All meetings of the Governing Board are open to the general public, with the exception of the Closed Sessions, which are held to consider those items specifically exempt under the Ralph M. Brown Act. Anyone planning to attend a meeting who has a disability and needs special assistance should call the Superintendent's Office, 458-7791, at least 3 days in advance to make special arrangements.

Spanish translation is available at Regular Session Board Meetings. To arrange for translation services, please call the Superintendent's Office, 458-7791, at least 3 days in advance. [Se ofrece traducción en Español para la junta regular de la mesa directiva. Para solicitar servicios de traducción al español, por favor llame a la Oficina del Superintendente, al 458-7791, con 3 días de anticipación por lo menos.]

5:15 P.M. OPEN SESSION

- A. Call to Order/Establish Quorum
- B. Pledge of Allegiance
- C. Action Item:
 - 1. Consider Approval of Retirement Resolution #2017-18.05 – Linda Thomsen

D. Hearing of Public for items on the Agenda

The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your right to address any action item, please notify the Superintendent's Office of your desire to speak by noon of the day prior to the Board Meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

E. Hearing of Public for items not on the Agenda

The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the board may not be prepared to comment on the issues they raise, but may request those items to be properly agendized for inclusion in the discussions at a future meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

F. Reports:

1. Recognitions & Celebrations

2. President's Report

a. Board of Trustee Time - *this is the time for individual Trustees to report on their Committee's activities and to specify any items they would like to see on the agenda for the next meeting*

- 1. Colusa RedHawk Athletic Foundation
- 2. Friends of Music
- 3. Friends of Agriculture
- 4. Special Education Local Plan Area
- 5. District English Language Advisory Committee
- 6. Monthly Activities Reports

3. Superintendent's Report

a. Improving Achievement *(Standing Item)*

- 1. Local Control Accountability Plan Revision Timeline

b. Budget Discussion

- 1. Measure A Bond Update

G. Information/Discussion/Possible Action Items:

1. Consider Approval of Warrants: Batch # 22-23
2. Discussion of Special Board Meeting Date for Discussion of Districtwide Drug Abuse Prevention Efforts
3. Consider Approval of Out of State Travel to NYC for Josh Arce to Perform at Carnegie Hall
4. Consider Approval of Board Policies & Administrative Regulations:
 - a. First Reading of BP 1325 – Advertising & Promotion
 - b. First Reading of BP 3100 – Budget (**Board to Determine Protocol for Budget Advisory Committee**)
 - c. First Reading of BP 3515.7 – Firearms on School Grounds
 - d. First Reading of AR 3517 – Facilities Inspection
 - e. First Reading of BP 4119.21, 4219.21, 4319.21 – Professional Standards
 - f. First Reading of AR 4144, 4244, 4344 – Complaints
 - g. First Reading of BP 4200 & AR 4200 – Classified Personnel
 - h. First Reading of BP 5144 – Discipline
 - i. First Reading of BP 5144.1 & AR 5144.1 – Suspension & Expulsion/Due Process (**Board to Determine Protocol for Appropriate Use of Suspension Authority**)
 - j. First Reading of AR 5148.2 – Before/After School Programs
5. Consider Deletion of the Following Board Policies & Administrative Regulations Due to Changes in State and Federal Law:
 - a. BP 6162.52, AR 6162.52, E (1) (2) 6162.52 – High School Exit Exam
 - b. BP 4112.24, AR 4112.24, E (1) (2) 4112.24 – Teacher Qualification Under the No Child Left Behind Act

H. Motion to Approve Items on the Consent Action Agenda:

1. December 12, 2017 Board Meeting Minutes
2. December Payroll
3. Personnel Assignment Order
4. Williams Uniform Complaint Procedure
5. 2017-18 Unrepresented Tentative Agreement
6. 2017-18 California Education Association Tentative Agreement
7. 2017-18 AB1200 Public Disclosure of Collective Bargaining Agreement
8. 2017-18 Certificated Salary Schedule
9. 2017-18 Extra Duty Salary Schedule
10. 2017-18 Classified Management Salary Schedule
11. 2017-18 Chief Business Official Salary Schedule
12. 2017-18 Confidential Employees/After School Education & Safety Coordinator Salary Schedule
13. 2017-18 Superintendent's Salary Schedule
14. 2017-18 Administrative Salary Schedule
15. 2016-17 School Accountability Report Cards for Burchfield Primary School
16. 2016-17 School Accountability Report Card for Egling Middle School
17. 2016-17 School Accountability Report Card for Colusa High School
18. 2016-17 School Accountability Report Card for Colusa Alternative High School
19. 2016-17 School Accountability Report Card for Colusa Alternative Home School

I. Hearing of the Public for Matters on Closed Session Agenda

J. Adjourn to Closed Session to consider and/or take action upon any of the following items:

1. Negotiations Pursuant to Government Code 54957.6
Agency Designated Representatives: Dwayne Newman, Superintendent

Employee Organizations: California Teachers Association, California State Employees Association, and Unrepresented Employees

Instruction to District Negotiators *(Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)*

2. Personnel Matters Pursuant to Government Code 54957
Administration Representatives: Dwayne Newman, Superintendent; Jesse Rodriguez, Burchfield Primary Principal; Jody Johnston, Egling Middle School Principal; Rebecca Changus, Colusa High School/Alternative School Principal

K. Reconvene Open Session

1. Discussion of Board Self Evaluation

L. Adjournment of the Meeting

Colusa Unified School District

Board of Trustees, County of Colusa, State of California

Resolution #2017-18.05

*Whereas, the Governing Board of Colusa Unified School District is responsible for ensuring the highest quality education for all of its students, and desires to acknowledge and honor the contributions of **Linda Thomsen** for her service to the students of the Colusa Unified School District;*

*Whereas, the Governing Board wishes to thank **Linda Thomsen** for dedicating her career to serving the needs of the district's students;*

Whereas, by word and deed, your presence has enriched the lives of our students, and served as an example to all;

Whereas, as a school employee you have provided valuable services to the schools and students, and contributed to the establishment and promotion of a positive instructional environment;

Whereas, in recognition of your efforts, caring and commitment to the students of the district;

*Now, Therefore, Be It Resolved, that the Governing Board of the Colusa Unified School District, in passage of this resolution hereby gives its sincerest thanks and appreciation in honor of the service of **Linda Thomsen** to the education of our children.*

Passed and Adopted this 9th day of January, 2018 by the following vote:

Ayes:

Kathie Whitesell Board Member

Kelli Griffith-Garcia, Board Member

Michael Phenicie, Board Member

Melissa Yerxa Ortiz, Board Member

Charles Yerxa, Board President

Dwayne Newman, Superintendent

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED DECEMBER 15, 2017 - BATCH 22					
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
566	AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY INSURANCE
567	SAMANTHA BROOKS	\$ 47.76	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
576	CA DEPT OF JUSTICE	\$ 130.00	01	DO	FINGERPRINT FEES
571	RON CALCAGNO	\$ 332.22	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
590	CHERRYDALE FUNDRAISER	\$ 5,241.48	01	BPS	FUNDRAISER
587	COLUSA COUNTY CHAMBER OF COMMERCE	\$ 100.00	01	DO	MEMBERSHIP
565	CUSD CAFETERIA FUND	\$ 51.15	01	BPS	CATERING
561	CRYSTAL DAIRY	\$ 4,066.04	13	CAFET	FOOD
564	DANIELSEN	\$ 4,920.39	13	CAFET	FOOD
570	FAN CLOTH	\$ 1,300.00	95	CHS	FUNDRAISER FOR ASB
560	FRANZ FAMILY BAKERIES	\$ 482.06	13	CAFET	FOOD
575	FRONTIER	\$ 12,180.18	01	ALL	PHONE/DATA LINE BILLING
559	GENERAL PRODUCE	\$ 3,417.91	13	CAFET	FOOD
557	GOLD STAR FOODS	\$ 10,166.86	13	CAFET	FOOD
578	GRIFF'S FEED & SEED	\$ 35.38	01	MOT	GROUPS SUPPLIES
568	HAMILTON HIGH	\$ 450.00	01	SPORTS	BASKETBALL ENTRY FEE
562	LUCILLE IMHOFF	\$ 334.38	01	HMS	REIMBURSE MILEAGE
579	JEFF SAVAGE PLUMBING	\$ 280.00	01	MOT	PLUMBING REPAIR
584	LES SCHWAB TIRE	\$ 92.00	01	CHS	AG TRUCK SERVICE
573	TINA LYONS	\$ 435.56	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
574	ASHLEY MARTINEZ	\$ 157.97	01	BPS	REIMBURSE PLANE TICKET TO CONFERENCE
589	MIDVALLEY LEAGUE	\$ 46.60	01	SPORTS	ENTRY FEE
577	MITEL LEASING	\$ 1,433.91	01	ALL	PHONE SYSTEM LEASE
583	MITCHELL NAIL	\$ 106.52	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
558	O'CONNELL RANCH	\$ 80.00	13	CAFET	FOOD
588	SHERYL PARKER	\$ 289.22	01	DO	REIMBURSE MILEAGE
582	BARBARA REECE	\$ 18.66	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
572	SHANNON SCOFIELD	\$ 5.94	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
586	SORENSEN PEST CONTROL	\$ 220.00	01	ALL	PEST CONTROL SERVICE
580	SUTTER BUTTES COMMUNICATION	\$ 311.40	01	MOT	BUS RADIO QUARTERLY SERVICE
562	SYSCO	\$ 3,470.46	13	CAFET	FOOD
RC31	US BANK CALCARD VISA	\$ 27,575.93	ALL	ALL	SEE ATTACHED
585	US FOOD SERVICE	\$ 700.41	95	CHS	CONCESSION SUPPLIES
581	VALLEY TRUCK & TRACTOR	\$ 537.87	01	MOT	AG BARN COOLING
TOTAL ALL FUNDS		\$ 79,365.91			

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

8-Dec	CDW GOVT #LBN6772	\$26.81	01	TECH SUPPLIES
7-Dec	CDW GOVT #LBF7404	\$171.81	01	TECH SUPPLIES
7-Dec	QUILL CORPORATION	\$31.08	01	TECH SUPPLIES
5-Dec	HOTELS.COM143607492374	\$1,637.70	01	ILLUMINATE CONF HOTEL
5-Dec	HOTELS.COM143607456449	\$3,517.92	01	ILLUMINATE CONF HOTEL
5-Dec	AMAZON MKTPLACE PMTS	\$60.10	01	TECH SUPPLIES
1-Dec	CDW GOVT #KZB8427	\$75.08	01	TECH SUPPLIES

Terry Biladeau

4-Dec	STAPLES 00102863	\$32.16	01	MOT SUPPLIES
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Sheryl Parker

6-Dec	CLIMATE CONTROL	\$9,088.07	01	MOT HVAC REPLACE/REPAIR
6-Dec	ADVANCED DOCUMENT CONCERN	\$2,560.98	01	ALL COPIER MAINT. AGREEMENT
6-Dec	INLAND BUSINESS SYSTEMS	\$616.69	01	ALL PRINTER MGMT MONTHLY
5-Dec	MESSICK ACE HDWE	\$1,495.13	01	MOT MAINTENANCE SUPPLIES

Nick Schantz

6-Dec	AMAZON MKTPLACE PMTS	\$450.87	01	MOT MAINTENANCE SUPPLIES
1-Dec	THE HOME DEPOT #1019	\$96.40	01	MOT MAINTENANCE SUPPLIES

Jody Johnston

8-Dec	SHERWOOD FOREST FARMS	\$3,701.00	01	EMS WREATH SALES
7-Dec	MIDAMERICA BOOKS	\$123.03	01	EMS BOOKFAIR COST

Rebecca Changus

8-Dec	AMAZON MKTPLACE PMTS	\$389.00	95	CHS ASB SUPPLIES
8-Dec	CALIF ASSOC OF BILINGUAL	\$640.00	01	CHS CABE WORKSHOP REGIS.
8-Dec	CURRICULUM EXPRESS	\$59.06	01	CHS SUPPLIES
6-Dec	WALMART.COM 8009666546	\$15.92	95	CHS ASB SUPPLIES
5-Dec	SWEETWATER SOUND	\$959.85	01	CHS MUSIC SUPPLIES
5-Dec	CALIFORNIA CONSORTIUM	\$410.00	01	HMS WORKSHOP REGISTRATION
5-Dec	AMAZON.COM WWW.AMAZON	\$161.81	95	CHS ASB SUPPLIES
4-Dec	BILLY TEES INC	\$225.00	95	CHS ASB SUPPLIES
1-Dec	WORLDSTRIDES LAKELAND	\$325.00	01	CHS MUSIC REGISTRATION
1-Dec	KINGCLOTHING.COM	\$314.36	95	CHS STUDENT STORE INVENTORY
1-Dec	QUILL CORPORATION	\$342.66	01	CHS SUPPLIES

Zeba Hone

4-Dec	INDEED	\$48.44	01	DO RECRUITING WEBSITE
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\$27,575.93

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED DECEMBER 22, 2017 - BATCH 23					
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
600	JENNIFER ALANIZ	\$ 172.88	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
611	ALHAMBRA	\$ 129.16	01	DO/MOT	WATER
607	ARNOLDS	\$ 41.08	01	MOT	MAINTENANCE SUPPLIES
614	B&J CONCRETE	\$ 54,610.00	01	CHS	AG PAVILION FROM CTEIG GRANT
619	CHRISTINA BAILEY	\$ 93.56	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
604	NIKOLE BURG	\$ 23.74	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
613	CVT	\$ 112,610.80	01	DO	JANUARY HEALTH INSURANCE
615	CASCADE ATHLETIC SUPPLY	\$ 2,767.80	01	SPORTS	SUPPLIES
610	CUSD CAFETERIA FUND	\$ 99.33	01	BPS/EMS	CATERING
RC32	CUSD EMER FD-NCBA	\$ (95.00)	01	EMS	VOID CHECK
RC32	CUSD EMER FD-RONDA RENNIE	\$ 85.71	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
RC32	CUSD EMER FD-LORIE MEYERS	\$ 157.38	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC32	CUSD EMER FD-CUSD PETTY CASH S.PARKER	\$ 43.45	01	DO	POSTAGE & SUPPLIES
RC32	CUSD EMER FD-ROSEMARY HICKS	\$ 32.09	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
RC32	CUSD EMER FD-VICTORIA KEENAN	\$ 29.14	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC32	CUSD EMER FD-LORA FUSARO	\$ 3.98	13	CAFET	REIMBURSE FOR SUPPLIES PURCHASED
RC32	CUSD EMER FD-CMEA	\$ 400.00	01	EMS	MUSIC FESTIVAL REGISTRATION
RC32	CUSD EMER FD-TODD FREE	\$ 39.00	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
602	TINA CREMO	\$ 33.32	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
601	GRIDLEY HIGH SCHOOL	\$ 160.00	01	CHS	GIRLS BASKETBALL ENTRY FEE
612	INFINITE CAMPUS	\$ 5,956.20	01	DO	INFINITE CAMPUS FEE
616	INTERQUEST DETECTION CANINES	\$ 350.00	01	CHS/EMS	DRUG DOG VISIT
593	JOHN ITHURBURN	\$ 20.89	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
618	TINA LYONS	\$ 187.00	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
608	ASHLEY MARTINEZ	\$ 3.93	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
595	MERIDIAN DIESEL	\$ 210.00	01	MOT	BUS SERVICE
598	TEIA MILLER	\$ 16.13	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
605	NSCIF	\$ 920.01	01	SPORTS	MILEAGE FOR SOCCER OFFICIALS
603	OROVILLE HIGH SCHOOL	\$ 600.00	95	CHS	BASKETBALL ENRTRY FEE
621	PG&E	\$ 16,163.64	01	ALL	ELECTRIC BILLING
595	PLATT	\$ 1,497.04	01	MOT	MAINTENANCE SUPPLIES
594	RECOLOGY	\$ 587.19	01	MOT	DUMP BOX
597	CRISTINA RODRIGUEZ	\$ 190.56	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
599	SPURR	\$ 1,980.24	01	ALL	NATURAL GAS BILLING
620	SUTTER BUTTES COMMUNICATIONS	\$ 82.54	01	BPS	REPAIR RADIO
617	THREE B's TOILET RENTAL	\$ 214.50	'01	ALL	PORTABLE TOILET RENTALS
RC33	US BANK CALCARD VISA	\$ 19,594.11	ALL	ALL	SEE ATTACHED
609	SOCORRO VARGAS	\$ 21.69	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
591	VOLTAGE SPECIALISTS	\$ 1,592.00	01	MOT	FIRE ALARM REPAIR
606	JOE WILLIAMSON	\$ 85.10	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
TOTAL ALL FUNDS		\$ 221,710.19			

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

13-Dec	CDW GOVT #LCK4529	800-808-4239, IL	\$578.08	01	BPS TECH SUPPLIES
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Rosemary Hicks

18-Dec	USPS PO 0517280932	COLUSA, CA	\$5.11	01	BPS POSTAGE
14-Dec	GBC*ECOMMERCE	800-723-4000, IL	\$136.63	01	BPS SUPPLIES
12-Dec	BENCHMARK EDUCATION CO	877-236-2465, NY	\$97.60	01	BPS TEXTBOOKS
12-Dec	BENCHMARK EDUCATION CO	877-236-2465, NY	\$10.72	01	BPS TEXTBOOKS

Terry Biladeau

15-Dec	THE HOME DEPOT 1019	YUBA CITY, CA	\$26.60	01	MOT MAINTENANCE SUPPLIES
15-Dec	STAPLES 00102863	YUBA CITY, CA	\$51.47	01	MOT OFFICE SUPPLIES
13-Dec	YUBA CITY SCRAP AND ST	YUBA CITY, CA	\$88.59	01	MOT MAINTENANCE SUPPLIES

Jesse Rodriguez

12-Dec	WAL-MART #1903	YUBA CITY, CA	\$14.41	01	BPS SUPPLIES
11-Dec	SOUTHWES 5268791501494	800-435-9792, TX	\$157.97	01	BPS AIRFARE TO WORKSHOP
6-Dec	OMNI SAN DIEGO FRONT D	SAN DIEGO, CA	\$545.68	01	BPS HOTEL AT WORKSHOP
6-Dec	OMNI SAN DIEGO FRONT D	SAN DIEGO, CA	\$545.68	01	BPS HOTEL AT WORKSHOP
1-Dec	EB ILLUMINATE EDUCATI	801-413-7200, CA	\$798.00	01	BPS REGISTRATION TO WORKSHOP

Sheryl Parker

No AP BATCH FOR 2 WEEKS SO PREPAY			\$10,000.00	01	PREPAY
18-Dec	VZWRLSS*MY VZ VB P	800-922-0204, FL	\$152.04	01	PORTABLE WIFI DEVICES
13-Dec	INLAND BUSINESS SYSTEMS	916-9280770, CA	\$616.69	01	ALL PRINTER MGMT MONTHLY COST
12-Dec	CASBO	916-447-3783, CA	\$470.00	01	DO WORKSHOP REGISTRATIONS

Jody Johnston

15-Dec	QUILL CORPORATION	800-982-3400, SC	\$1,370.66	01	EMS SUPPLIES
11-Dec	GOPHER SPORT	877-699-7927, MN	\$75.09	01	EMS SUPPLIES
11-Dec	GOPHER SPORT	OWATONNA, MN	(\$64.19)	01	EMS CREDIT FOR RETURN

Ron Rogers

18-Dec	SAFETYSIGN.COM	800-2746271, NJ	\$760.30	01	MOT MAINTENANCE SIGNS
14-Dec	RITE AID STORE - 6088	COLUSA, CA	\$11.54	01	MOT SUPPLIES

Rebecca Changus

13-Dec	AMAZON.COM AMZN.COM/BILL	AMZN.COM/BILL, WA	\$19.70	95	CHS ASB SUPPLIES
11-Dec	J W PEPPER AND SON INC	800-3456296, PA	\$4.24	01	CHS MUSIC SUPPLIES
11-Dec	J W PEPPER AND SON INC	800-3456296, PA	\$4.24	01	CHS MUSIC SUPPLIES
11-Dec	AMAZON.COM AMZN.COM/BILL	AMZN.COM/BILL, WA	\$20.18	01	CHS SUPPLIES
11-Dec	AMAZON.COM AMZN.COM/BILL	AMZN.COM/BILL, WA	\$34.55	01	CHS SUPPLIES
11-Dec	AMAZON.COM AMZN.COM/BILL	AMZN.COM/BILL, WA	\$51.33	01	CHS SUPPLIES
11-Dec	QUILL CORPORATION	800-982-3400, SC	\$368.36	01	CHS SUPPLIES
24-Nov	WALMART.COM 8009666546	800-966-6546, AR	\$203.63	01	CHS ASB SUPPLIES

Zeba Hone

18-Dec	VISTAPR*VISTAPRINT.COM	866-8936743, MA	\$39.68	01	DO OFFICE SUPPLIES
18-Dec	OFFICE DEPOT 1135	800-463-3768, CA	\$15.43	01	DO OFFICE SUPPLIES
18-Dec	SAMSClub #6405	YUBA CITY, CA	\$69.10	01	DO OFFICE SUPPLIES
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIF ASSOC OF BILINGUAL	626-814-4441, CA	\$355.00	01	DELAC CABE CONFERENCE REGISTRATION
15-Dec	CALIFORNIA SCHOOL BOARD	9163714691, CA	\$185.00	01	DO BOARD WORKSHOP REGISTRATION

TOTAL

\$19,594.11

American Honors Performance Series at Carnegie Hall

Gerald Arce (father) and Josh Arce (Student) fly out of Sacramento for Carnegie Honors Performance Series.

Thursday, February 1, 2018

- 6am** Flight arrives at JFK International Airport. They will take the subway to the Sheraton Times Square, located at 811 7th Ave, New York, NY 10019
- 4:00-9:00** Finals Honors Performance Series check-in, meet in the 2nd floor lobby of the Sheraton Times Square – 811 7th Ave. 212-581-1000
- 4:30** Rooms available for checkin. Chaperones will provide keys and room assignments. Dinner on own – chaperone will set time and escort to location. Chaperones provide finalists with an overview of what to expect during the week.
- 9:30** Sectional rehearsals, location to be announced upon arrival.
- 10:30** Lights out.

Friday, February 2, 2018

- 7:00** Breakfast on own. Chaperone will set time and escort to location.
- 9:00** Honors Band Rehearsal – Empire East Ballroom (2nd floor).
- 12:00** Escort kids to lunch.
- 1:30** Honors Band Rehearsal Empire East Ballroom.
- 8:00** Finalists attend Broadway shows. Finalists meet program staff and ensemble Chaperones after the short (with buddies) and return to the hotel.
- 11:15** Lights out.

Saturday, February 3, 2018

- 7:30** Escort kids to breakfast.
- 9:00** Rehearsal resumes.
- 12:00** Escort kids to lunch.
- 1:30** Rehearsal resumes.
- 10:30** Lights out.

Sunday, February 4, 2018

- 7:00** Escort to Breakfast
- 8:00-10:00** Rehearsal resumes.
- 10:00** Escort to lunch.
- 11:00** Band reports to the back lobby (ground floor) by the TVs of the hotel to board busses for Carnegie Hall. Finalists should be dressed for the performance and only bring their instruments and music, jacket . No bags. Water will be available at Carnegie.
- 11:15** Band board bus for Carnegie Hall.
- 12:15** Carnegie Hall – Band sound check.
- 2:00** Performance begins, featuring choir, band, orchestra.
- 4:45** Finalists board buses and return to hotel with Chaperones
- 5:30** Escort kids to dinner.
- 12:30** Lights out.

Monday, February 5, 2018

- 7:00** Out to breakfast It is recommended that kids have bags packed prior to breakfast.
- 11:45** Finalists and chaperones return to hotel.
- 12:00** Hotel checkout
- 1:00** Farewell to Finalists. Hotel Check-out and parent pick-ups begin at 2nd floor lobby. Airport shuttles run from 1:00-4:00 Finalists must check out with their chaperone and ride their scheduled shuttle. Report to the back lobby by the TVs 10 minutes before scheduled time.
- 4:00** Last shuttle departs for JFK, and the Honors Program Desk closes. If you encounter any flight problems, please contact our on-tour team at 1-800-727-8692
- 7:30pm** Board flight for home, arriving at Sacramento, Monday with Josh Arce, Gerald Arce

TOTAL COST of \$2,400 has been raised through Friends of Music and donations.

CSBA Sample Board Policy

CSBA Sample Board Policy

Community Relations

BP 1325(a)

ADVERTISING AND PROMOTION

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to standards for advertisements and promotions by nonschool groups in school-sponsored publications, on district and school web sites, and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 1330 - Use of School Facilities)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)

OPTION 1: Nonpublic Forum

The Board believes that in order to maintain focus on academic achievement in district schools, students' exposure to the persuasive influence of marketing should be minimized. The Superintendent or designee shall not allow any advertisement from any nonschool group to be included in any district- or school-sponsored publication, web site, or social media, or to be posted on any school property such as school buildings, athletic fields, scoreboards, or and billboards. In addition, no nonschool group's announcement, flyer, or other promotional material shall be disseminated by the district or distributed at any school facility or on school grounds.

OPTION 2: Limited Public Forum

The Board desires to promote positive relationships between district schools and the community in order to enhance community partnerships, support, and involvement in the schools. The Superintendent or designee may, consistent with the criteria established in this policy, approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

(cf. 1700 - Relations Between Private Industry and the Schools)

3. Paid advertisements on school property, including, but not limited to, advertisements on **school buildings, athletic fields, scoreboards, and** billboards **and scoreboards**
4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media
5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any non-school group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

The Superintendent, principal, or designee shall not accept for distribution, **or allow on school property,** any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

4. ~~Proselytize or position the district on any side of a controversial issue~~ **Contain prayer or proselytizing language**

5. Position the district on any side of a controversial issue

(cf. 6144 - Controversial Issues)

- 5.6.** Discriminate against, attack, or denigrate any group on account of any unlawful consideration

(cf. 0410 - Nondiscrimination in District Programs and Activities)

- 6.7.** Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, ~~non-nutritious foods and beverages,~~ and movies or products unsuitable for children

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

- 8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9)**

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

- 7.9.** Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

- 8.10.** Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee ~~also~~ may **also** consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Legal Reference:

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-~~38138~~ 38139 Civic Center Act

49430-49434 The Pupil Nutrition, Health, and Achievement Act of 2001, especially:

49431.9 Advertisement of non-nutritious foods

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

COURT CASES

Hills v. Scottsdale Unified School District **48**, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) *U.S. First Circuit Court of Appeals*, No. 96-1623 **131 F.3d 241**

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) **134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350 450**

Lehman v. Shaker Heights, (1974) 418 U.S. 298

Management Resources:

CSBA PUBLICATIONS

School Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

WEB SITES

CSBA: <http://www.csba.org>

Board Policy

Business and Noninstructional Operations

BP 3100

BUDGET

The Governing Board recognizes its critical responsibility for adopting a sound budget **for** each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget shall guide decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations subject to limitation as determined pursuant to Government Code 7900-7914. (Education Code 42122)

Budget Development and Adoption Process

In order to provide guidance in the development of the budget, the Board shall annually establish budget priorities based on identified district needs and goals and on realistic projections of available funds.

The Superintendent or designee shall oversee the preparation of a proposed district budget for approval by the Board and shall involve appropriate staff in the development of budget projections.

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget on or before July 1 of each year. (Education Code 42127)

At a public meeting **held scheduled** on a date after the public hearing on the budget, the Board shall, **adopt the budget** following its adoption of the LCAP or an annual update to the LCAP, **adopt the budget at the same meeting**. The budget shall include the expenditures necessary to implement the LCAP or the annual update to the LCAP. (Education Code 42127, 52062)

The budget that is formally adopted by the Board shall adhere to the state's Standardized Account Code Structure as prescribed by the Superintendent of Public Instruction. (Education Code 42126, 42127)

The Superintendent or designee may supplement this format with additional information as necessary to effectively communicate the budget to the Board, staff, and public.

No later than five days after the Board adopts the district budget or by July 1, whichever occurs first, the Board shall file with the County Superintendent of Schools the adopted district budget and supporting data. The budget and supporting data shall be maintained and made available for public review. (Education Code 42127)

(cf. 1340 - Access to District Records)

If the County Superintendent disapproves or conditionally approves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before October 8. The response shall include any revisions to the adopted budget and any other proposed actions to be taken as a result of those recommendations. (Education Code 42127)

Budget Advisory Committee

Note: The following **optional** section is for use by districts that choose to establish a budget advisory committee to provide input during the budget development process. The committee may be appointed by the Superintendent or designee (Option 1), by the Board (Option 2), or may be a Board subcommittee composed exclusively of Board members (Option 3). Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees. Districts should delete or modify the following options as appropriate. See the accompanying administrative regulation for optional language regarding the committee's composition and duties.

This committee is different from the budget review committee that is required in the event that the County Superintendent disapproves the district's budget; see the accompanying administrative regulation.

OPTION 1: The Superintendent or designee may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

OPTION 2: The Board may appoint a budget advisory committee composed of staff, Board representatives, and/or members of the community.

OPTION 3: The Board may establish a budget subcommittee composed exclusively of Board members.

Note: The following paragraph is for use by districts that selected either Option 1, 2, or 3 above.

The committee shall submit recommendations during the budget development process and its duties shall be assigned each year based on district needs. All recommendations of the committee shall be advisory only and shall not be binding on the Board.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 3350 - Travel Expenses)

(cf. 9130 - Board Committees)

(cf. 9140 - Board Representatives)

Budget Criteria and Standards

The Superintendent or designee shall develop a district budget in accordance with state criteria and standards specified in 5 CCR 15440-15450 as they relate to projections of average daily attendance (ADA), enrollment, ratio of ADA to enrollment, local control funding formula revenue, salaries and benefits, other revenues and expenditures, facilities maintenance, deficit spending, unrestricted general fund balance, and reserves. In addition, he/she shall provide the supplemental information specified in 5 CCR 15451 which addresses the methodology and budget assumptions used, contingent liabilities, use of one-time revenues for ongoing expenditures, use of ongoing revenues for one-time expenditures, contingent revenues, contributions, long-term commitments, unfunded liabilities, status of collective bargaining agreements, the LCAP, and LCAP expenditures. (Education Code 33128, 33128.3, 33129, 42127.01; 5 CCR 15440-15451)

The district budget shall provide for increasing or improving services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students **in accordance with 5 CCR 15496**. *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners,

and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

The Board may establish other budget assumptions or parameters which may take into consideration the stability of funding sources, legal requirements and constraints on the use of funds, anticipated increases and/or decreases in the cost of services and supplies, program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 3110 - Transfer of Funds)

Fund Balance

The district shall classify fund balances in compliance with Governmental Accounting Standards Board (GASB) Statement 54, as follows:

1. *Nonspendable fund balance* includes amounts that are not expected to be converted to cash, such as resources that are not in a spendable form (e.g., inventories and prepaids) or that are legally or contractually required to be maintained intact.
2. *Restricted fund balance* includes amounts constrained to specific purposes by their providers or by law.
3. *Committed fund balance* includes amounts constrained to specific purposes by the Board.

For this purpose, all commitments of funds shall be approved by a majority vote of the Board. The constraints shall be imposed no later than the end of the reporting period (June 30), although the actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements.

4. *Assigned fund balance* includes amounts which are intended for a specific purpose but do not meet the criteria to be classified as restricted or committed.

The Board delegates authority to assign funds to the assigned fund balance to the Superintendent and authorizes the assignment of such funds to be made any time prior to the issuance of the financial statements. The Superintendent may further delegate the authority to assign funds at his/her discretion.

5. *Unassigned fund balance* includes amounts that are available for any purpose.

When multiple types of funds are available for an expenditure, the district shall first utilize funds from the restricted fund balance as appropriate, then from the committed fund balance, then from the assigned fund balance, and lastly from the unassigned fund balance.

The Board intends to maintain a minimum assigned and unassigned fund balance in an

amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

If the assigned and unassigned fund balance falls below the level set by the Board due to an emergency situation, unexpected expenditures, or revenue shortfalls, the Board shall develop a plan to recover the fund balance which may include dedicating new unrestricted revenues, reducing expenditures, and/or increasing revenues or pursuing other funding sources.

Reserve Balance

Note: 5 CCR 15450 establishes a minimum local reserve balance for economic uncertainties based on the district's average daily attendance (ADA). The minimum reserve balance is the greater of five percent or \$55,000 for districts with 0-300 ADA; the greater of four percent or \$55,000 for districts with 301-1,000 ADA; three percent for districts with 1,001-30,000 ADA; two percent for districts with 30,001-400,000 ADA; and one percent for districts with over 400,000 ADA. The following paragraph may be revised to reflect the minimum reserve applicable to the district's ADA.

Education Code 42127.01 establishes, under certain conditions, a maximum amount of local reserve balance for economic uncertainties. Pursuant to Education Code 42127.01, as amended by SB 751 (Ch. 674, Statutes of 2017), if the amount of monies in the state Public School System Stabilization Account is three percent or more of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district's combined assigned or unassigned ending general fund balance must not exceed 10 percent of those funds in the immediately following fiscal year. Basic aid districts, as defined in Education Code 42238.02, and districts with 2,500 or less ADA are exempted from this requirement. Other districts may also be exempted from this requirement by the County Superintendent for up to two consecutive fiscal years within a three-year period upon providing documentation of extraordinary fiscal circumstances (e.g., multiyear infrastructure or technology projects) that substantiate the need for a reserve in excess of the limit specified in Education Code 42127.01.

The district budget shall include a minimum reserve balance for economic uncertainties that is consistent with the percentage or amount specified in 5 CCR 15450.

In any year that the district is notified by the Superintendent of Public Instruction that the amount of monies in the state Public School System Stabilization Account equals or exceeds three percent of the combined total of general fund revenues appropriated for school districts and allocated local proceeds of taxes, the district budget shall not contain a combined assigned or unassigned ending general fund balance that is in excess of 10 percent of these funds. (Education Code 41202, 42127.01)

Long-Term Financial Obligations

The district's current-year budget and multiyear projections shall include adequate provisions for addressing the district's long-term financial obligations, including, but not limited to, long-term obligations resulting from collective bargaining agreements, financing of facilities projects, unfunded or future liability for retiree benefits, and accrued workers' compensation claims.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 7210 - Facilities Financing)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

When the Superintendent or designee presents a report to the Board on the estimated accrued

but unfunded cost of workers' compensation claims, the Board shall disclose, as a separate agenda item at the same meeting, whether or not it will reserve in the budget sufficient amounts to fund the present value of accrued but unfunded workers' compensation claims or if it is otherwise decreasing the amount in its workers' compensation reserve fund. The Board shall annually certify to the County Superintendent the amount, if any, that it has decided to reserve in the budget for these costs. The Board shall submit to the County Superintendent any budget revisions that may be necessary to account for this budget reserve. (Education Code 42141)

Budget Amendments

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall make available for public review any revisions in budgeted revenues and expenditures which occur as a result of the funding made available by that Budget Act. (Education Code 42127)

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. When final figures for the prior-year budget are available, this information shall be used as soon as possible to update the current-year budget's beginning balance and projected revenues and expenditures.

In addition, budget amendments shall be submitted for Board approval as necessary when collective bargaining agreements are accepted, district income declines, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, interfund transfers are needed to meet actual program expenditures, and/or other significant changes occur that impact budget projections.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

41202 Determination of minimum level of education funding

42103 Public hearing on proposed budget; requirements for content of proposed budget

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-42141 Disclosure of fiscal obligations

Legal Reference: (continued)

EDUCATION CODE (continued)

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure
15440-15451 Criteria and standards for school district budgets
15494-15496 Local control funding formula, expenditures

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

New Requirements for Reporting Fund Balance in Governmental Funds, January 7, 2011

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 75, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2015

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

Statement 34, Basic Financial Statements and Management's Discussion and Analysis—For State and Local Governments, June 1999

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

California Department of Finance: <http://www.dof.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Government Finance Officers Association: <http://www.gfoa.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California, Inc.: <http://www.sscal.com>

(12/14 10/15) 12/17

Board Policy

Business and Noninstructional Operations

BP 3515.7(a)

FIREARMS ON SCHOOL GROUNDS

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450—Comprehensive Safety Plan)

(cf. 1112—Media Relations)

~~(cf. 1113 - District and School Web Sites)~~
~~(cf. 1114 - District Sponsored Social Media)~~

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. Any person specified in Penal Code 626.9(1)(c) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

OPTION 1:

~~The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.~~

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

~~District policy regarding~~ **The prohibition against** the possession of firearms ~~and/or ammunition~~ on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

~~(cf. 0450 - Comprehensive Safety Plan)~~
~~(cf. 1112 - Media Relations)~~
~~(cf. 1113 - District and School Web Sites)~~
~~(cf. 1114 - District-Sponsored Social Media)~~

[ALL OF OPTION 2 DELETED]

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

~~35160 Powers and duties of the board~~

~~35161 Powers and duties of the board; authority to delegate~~

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

~~7151~~ **7961** Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Administrative Regulation

Business and Noninstructional Operations

AR 3517

FACILITIES INSPECTION

The Governing Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean, and functional, as defined in Education Code 17002.

(cf. 0510—School Accountability Report Card)

(cf. 1312.4—Williams Uniform Complaint Procedures)

(cf. 3514—Environmental Safety)

Note: Education Code 17002 specifies the conditions that must be evaluated as part of the FIT. Items #1-15 below reflect the broad categories of conditions listed on the FIT.

The Superintendent or designee shall develop a facilities inspection and maintenance program to ensure that inspect school facilities to ensure that they are maintained in good repair in accordance with law. At a minimum, the program he/she shall analyze assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including, but not limited to, the following: (Education Code 17002, 35292.5)

1. Gas Leaks: Gas systems and pipes appear and smell safe, functional, and free of leaks.
2. Mechanical Systems: Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.
3. Windows and Doors: Gates/Fences (interior and exterior): Conditions that pose a safety and/or security risk are not evident. Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
4. Fences and Gates: Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.
4. 5. Interior Surfaces (walls, floors, ceilings, walls, and window casings): Interior surfaces appear to be clean, safe, and functional. are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.
5. 6. Hazardous Materials (interior and exterior): Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There

does not appear to be evidence of hazardous materials that may pose a threat to **the health and safety of** students or staff.

(cf. 3514 - Environmental Safety)

- 6. 7. Structural Damage:** Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components. There does not appear to be structural damage that could create hazardous or uninhabitable conditions.
- 7. 8. Fire Safety and Emergency Equipment:** The fire equipment and emergency Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
- 8. 9. Electrical Systems (interior and exterior):** There is no evidence that any portion of the school has a power failure and eElectrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.
- 10. Lighting:** Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.
- 9. 11. Pest/Vermin Infestation:** Pest or vermin infestation is not evident. No visible or odorous indicators of pest or vermin infestation are evident.
- 10. 12. Drinking Fountains (inside and outside):** Drinking fountains appear to be accessible and functioning as intended. Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.
- 11. 13. Restrooms:** Restrooms appear to be accessible during school hours are clean, functional, and in compliance with Education Code 35292.5 (operational and supplied). Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

In addition, in a school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, at least 50 percent of the school's restrooms are stocked with feminine hygiene products, for which students are not charged. (Education Code 35292.6; 20 USC 6314)

~~12.~~ **14. Sewers:** ~~Sewer line stoppage is not evident.~~ The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.

~~13.~~ **15. Roofs** ~~(observed from the ground, inside/outside the building):~~ ~~Roof system appears~~ Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building.

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.

~~14.~~ **17. Playground/School Grounds:** ~~The playground equipment and school grounds appear to be clean, safe, and functional.~~ Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.

~~15.~~ **18. Overall Cleanliness:** School grounds, buildings, common areas, and individual rooms appear to ~~be~~ have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

(cf. 0510 - School Accountability Report Card)

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Superintendent or designee shall provide the Board with regular reports regarding the district's facility inspection program and updates of any visits to district schools by the County Superintendent of Schools.

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17002 Definitions

17070.10-17077.10 Leroy F. Greene School Facilities Act of 1998

17565-17591 Property maintenance and control

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5-35292.6 School maintenance

HEALTH AND SAFETY CODE

116277 Lead testing in drinking water

CODE OF REGULATIONS, TITLE 2

1859.300-1859.330 Emergency Repair Program

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

UNITED STATES CODE, TITLE 42

300f-300j-27 Safe Drinking Water Act

Management Resources:

CSBA PUBLICATIONS

~~Williams Settlement and the Emergency Repair Program, Policy Brief, January 2008~~

COALITION OF ADEQUATE SCHOOL HOUSING PUBLICATIONS

Facility Inspection Tool Guidebook, February 2008

STATE ALLOCATION BOARD, OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

Facility Inspection Tool: School Facility Conditions Evaluation

WEB SITES

CSBA: <http://www.csba.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams Case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

Coalition of Adequate School Housing: <http://www.cashnet.org>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

U.S. Environmental Protection Agency: <http://www.epa.gov>

(11/06 7/08) 12/17

Board Policy

All Personnel

BP 4119.21(a)

4219.21

PROFESSIONAL STANDARDS

4319.21

The Governing Board expects district employees to maintain the highest ethical standards, **exhibit professional behavior behave professionally**, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. ~~Employee conduct should enhance~~ **Employees shall engage in conduct that enhances** the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee ~~should make a commitment~~ **is expected** to acquire the knowledge and skills necessary to fulfill his/her responsibilities and ~~should focus on his/her contribution to~~ **contribute** to the learning and achievement of district students.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 4158/4258/4358 - Employee Security)

2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, **on district property,** or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. **Being dishonest** with students, parents/guardians, staff, or members of the public, including, but not limited to, **falsification of falsifying** information in employment records or other school records
10. Divulging confidential information about students, district employees, or district operations to persons **or entities** not authorized to receive the information

(cf. 3580 - District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

Note: Beginning January 1, 2018, Education Code 44050, as added by AB 500 (Ch. 580, Statutes of 2017), requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's web site, or the district web site if a school does not maintain one. Beginning July 1, 2018, at the beginning of each school year, the district must also provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

44050 Employee code of conduct; interaction with students

44242.5 Reports and review of alleged misconduct

48980 Parental notifications

PENAL CODE

11164-11174.4 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct

80331-80338 Rules of conduct for professional educators

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Professional Standards for Educational Leaders, February 2014

California Standards for the Teaching Profession, 2009

California Professional Standards for Educational Leaders, February 2014

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Educational Leadership Policy Standards: ISLLC 2008, 2008

Professional Standards for Educational Leaders, 2015

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WESTED PUBLICATIONS

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.wested.org>

(7/09 7/12) 12/17

Administrative Regulation

All Personnel

AR 4144(a)

4244

COMPLAINTS

4344

Note: The following administrative regulation is **optional**. Government Code 53296-53299 grant district employees and job applicants the right to file a "whistleblower" complaint regarding issues specified below. Pursuant to Education Code 44112-44113, the district is prohibited from retaliating against, or otherwise interfering with, an employee for exercising his/her right to file such a complaint. See BP 4119.1/4219.1/4319.1 - Civil and Legal Rights.

~~Except as specified below, the following~~ **The procedure specified in this administrative regulation** shall be used ~~for~~ **to investigate and resolve** any complaint by an employee

alleging misapplication of the district's policies, regulations, rules, or procedures or for "whistleblower" complaints by an employee or job applicant regarding an improper district activity including, but not limited to, an allegation of gross mismanagement, a significant waste of funds, an abuse of authority, or a specific danger to public health or safety.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

~~Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for complaints regarding discrimination in employment.~~

~~*(cf. 0410 - Nondiscrimination in District Programs and Activities)*~~

~~*(cf. 4030 - Nondiscrimination in Employment)*~~

~~*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*~~

~~Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's Uniform Complaint Procedures. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, or an urgent or emergency facility condition, or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12 shall be resolved in accordance with the district's Williams Uniform Complaint Procedures. (Education Code 35186; 5 CCR 4621)~~

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

~~*(cf. 1312.4 - Williams Uniform Complaint Procedures)*~~

~~For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.~~

Any of the time limits specified in ~~this~~ **the following** procedure may be extended by written agreement between the district and complainant.

Step 1: Informal Complaint Process

Prior to instituting a formal, written complaint, the employee shall first discuss the issue with his/her supervisor or the principal of the school where the alleged act took place. Formal complaint procedures shall not be initiated until the employee has first attempted to resolve the complaint informally.

Step 2: Site Level Formal Complaint Process

If a complaint has not been satisfactorily resolved through the informal process in Step 1, the complainant may file a written complaint with his/her immediate supervisor or principal within 60 days of the act or event which is the subject of the complaint. If an employee fails to file a written complaint within 60 days, the complaint shall be considered **settled resolved** on the basis of the ~~answer given at the~~ preceding step.

In the written complaint, the employee shall specify the nature of the problem, including names, dates, locations, witnesses, the remedy sought by the employee, and a description of informal efforts to resolve the issue.

Within 10 working days of receiving the complaint, the immediate supervisor or principal shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Superintendent or designee within five working days of receiving the written response from the immediate supervisor or the principal. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

Within 10 working days of receiving the complaint, the Superintendent or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the immediate supervisor or principal at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, he/she shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Superintendent or designee's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Superintendent or designee shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

The Board may uphold the findings by the Superintendent or designee without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Alternate Procedures

Complaints alleging unlawful discrimination on any basis specified in the district's nondiscrimination policies, including complaints of sexual harassment, shall be resolved in accordance with the district's procedure for ~~complaints regarding discrimination in employment~~ **in BP/AR 4030 - Nondiscrimination in Employment.**

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Complaints regarding unlawful discrimination in district programs or the district's failure to comply with state or federal laws regarding educational programs shall be resolved in accordance with the district's **BP/AR 1312.3 - Uniform Complaint Procedures**. Complaints regarding sufficiency of textbook materials, teacher vacancy or misassignment, **or** an urgent or emergency facility condition, ~~or the failure to provide intensive instruction to students who did not pass the high school exit examination by the end of grade 12~~ shall be resolved in accordance with the district's **AR 1312.4 - Williams Uniform Complaint Procedures**. (Education Code 35186; 5 CCR 4621)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

For complaints regarding working conditions or other subjects of negotiation, the employee shall use the grievance procedure specified in the applicable collective bargaining agreement.

(6/90 3/08) 12/17

Board Policy

Classified Personnel

BP 4200(a)

CLASSIFIED PERSONNEL

The Governing Board ~~shall fill each of its classified positions with qualified persons, consistent with position requirements. The primary role of~~ **recognizes that** classified personnel ~~is to provide~~ **essential** services that support and enhance the district's educational program. **The Board shall fill each of its classified positions with qualified persons, consistent with position requirements.**

(cf. 0200 - Goals for the School District)

(cf. 4211 - Recruitment and Selection)

~~Each classified staff member shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.~~

(cf. ~~4215 - Evaluation/Supervision~~)

Classification of Employees

Note: The following paragraphs reflect requirements of Education Code 45103-45104 and are for use by non-merit system districts. In merit system districts, classification of positions is a responsibility of the personnel commission pursuant to Education Code 45256.

The Board shall classify all employees and positions not requiring certification qualifications as the classified service, except for those employees and positions specifically exempt from classified service. (Education Code 45103)

Individuals who possess certification qualifications shall not be prohibited from being employed in a classified position. (Education Code 45104)

(cf. 4211 - Recruitment and Selection)

(cf. 4212 - Appointment and Conditions of Employment)

~~Before employing a short term classified employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending date, but the date shall not be extended beyond 75 percent of the school year, as defined. (Education Code 45103)~~

Each **classified** position shall have a designated title and regular minimum number of assigned hours per day, days per week, and months per year. ~~A job description shall be established for each position.~~

Assignment

Classified employees shall be assigned by their immediate supervisors with the approval of the Superintendent or designee. They shall be required to perform those duties prescribed by the Board for the position the employee holds, in accordance with applicable job descriptions and collective bargaining agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

Each classified ~~staff member~~ **employee** shall be held accountable for duties assigned to him/her and shall undergo regular performance evaluations in accordance with collective bargaining agreements.

(cf. 4215 - Evaluation/Supervision)

Substitute and Short-Term Employees

The district may employ a substitute employee to replace a classified employee who is temporarily absent from duty. (Education Code 45103)

If the district is in the process of hiring a permanent employee to fill a classified position, the Board may fill the vacancy with one or more substitute employees for no more than 60 calendar days, unless the applicable collective bargaining agreement provides for a different period of time. (Education Code 45103)

Note: Pursuant to Education Code 45103, the district may employ short-term employees for no more than 75 percent of the school year. As defined in Education Code 45103, 75 percent of the school year is 195 work days, which is equivalent to 75 percent of the number of work days in a full calendar year.

The district may employ a short-term employee to perform a service for the district when that service or similar services will not be extended or needed on a continuing basis. Before employing a short-term ~~classified~~ employee, the Board, at a regularly scheduled meeting, shall specify the service required to be performed by the employee and shall certify the ending date of the service. The Board may shorten or extend the ending

date, but the date shall not be extended beyond 75 percent of the school year, as defined 195 work days per year, including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day. (Education Code 45103)

Legal Reference:

EDUCATION CODE

45100-45139 Employment of classified staff

45160-45169 Salaries and differential compensation

45190-45210 Resignation and leaves of absence

45220-45320 Merit system

49406 Examination for tuberculosis

51760-51769.5 Work experience education

Management Resources:

WEB SITES

California School Employees Association: <http://www.csea.com>

(10/96 11/02) 12/17

Administrative Regulation

Classified Personnel

AR 4200(a)

CLASSIFIED PERSONNEL

Exemption from Classified Service

OPTION 1: Districts Not Incorporating the Merit System

Note: Pursuant to Education Code 45103, all positions not requiring certification qualifications are part of the classified service, unless specifically exempted by law. AB 670 (Ch. 582, Statutes of 2017) amended Education Code 45103 to eliminate the exemption for part-time playground positions, thereby making such positions a part of the classified service.

Individuals hired solely for the following purposes are exempt from the classified service: (Education Code 45103)

1. Substitute or short-term employees, as defined, who are employed and paid for less fewer than 75 percent of the school year 195 work days per year, including holidays, sick leave, vacation, and other leaves of absences, irrespective of the number of hours worked per day

~~Substitute employee means any person employed to replace any classified employee who is temporarily absent from duty. In addition, if the district is then engaged in a procedure to hire a permanent employee to fill a vacancy in any classified position, the Governing Board may fill the vacancy through the employment, for not more than 60 calendar days, of one or more substitute employees, except to the extent that a collective bargaining agreement then in effect provides for a different period of time.~~

~~Short term employee means any person who is employed to perform a service for the district, upon the completion of which the service required or similar services will not be extended or needed on a continuing basis.~~

~~Seventy five percent of the school year means 195 working days, including holidays, sick leave, vacation and other leaves of absences, irrespective of the number of hours worked per day.~~

Note: As amended by AB 2849 (Ch. 1100, Statutes of 2002), Education Code 45103 provides that part time playground employees are exempt from classified service only when they are not otherwise employed in classified positions at the district. Pursuant to non-codified Section 4 of AB 2849, effective January 1, 2003, districts may not reduce the hours or terminate a part time playground position as a result of this legislation.

- ~~2. Part time playground positions (noon duty aides), when the employees are not otherwise employed in classified positions in the district~~
- ~~3. 2.~~ Apprentices and professional experts employed on a temporary basis for a specific project regardless of length of employment
- ~~4. 3.~~ Full-time students employed part time
- ~~5. 4.~~ Part-time students employed part time in any college work study program, or in a work experience education program conducted by a community college district, and which is financed by state or federal funds

(10/96 11/02) 12/17

Board Policy

Students

BP 5144(a)

DISCIPLINE

Note: The following policy is **optional**. Pursuant to Education Code 52060-~~52077~~, as added by AB 97 (Ch. 47, Statutes of 2013), the Governing Board is required to adopt, ~~for the district and each school under its jurisdiction,~~ a local control and accountability plan (LCAP) that includes a description of the specific actions that the district intends to take in order to achieve its annual goals in specific priority areas, including student engagement and school climate. See BP/AR 0460 - Local Control and Accountability Plan.

Since a district's ability to meet its goals around these priorities is impacted by its student discipline policies and practices, the Board must be careful to enact rules that are effective in maintaining safety and order on campus and in correcting student misbehavior without unnecessarily excluding students from school or participation in instruction. ~~Education Code 48900~~ **State law** specifies behaviors for which a student may be suspended and/or recommended for expulsion (see BP/AR 5144.1 - Suspension and Expulsion/Due Process) and authorizes the use of age-appropriate alternatives designed to address a student's specific misbehavior, including those listed in Education Code 48900.5 and 48900.6.

In addition, the U.S. Department of Justice's Civil Rights Division and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, state that studies have suggested a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational,

economic, and social problems, including school avoidance, diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehavior.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ~~design a complement of~~ **develop** effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies **for correcting student misconduct** shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures ~~as a means for correcting student misbehavior.~~

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required **or permitted** by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code **32282**, 35291.5, ~~32282~~)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49330-49335 Injurious objects

49550-49562 Meals for needy students

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Public Counsel: <http://www.fixschooldiscipline.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

(11/12 4/14) 12/17

Board Policy

Students

BP 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

Note: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. **In addition,** Education Code 48918 **mandates** the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time

should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, **would does** not exclude students from school or limit their ability or opportunity to learn. **In addition, According to** the U.S. Department of Justice's Civil Rights Division (DOJ) and the U.S. Department of Education's Office for Civil Rights (OCR), in their joint January 2014 Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, **state that** studies **have suggested suggest** a correlation between exclusionary discipline policies and practices (such as suspension and expulsion) and an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, and increased likelihood of dropping out, substance abuse, and involvement with the juvenile justice system. Consequently, they recommend that districts adopt alternative disciplinary measures that provide students with appropriate interventions and supports as a means for preventing and addressing student misbehaviors.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless **the student has been subjected to** other means of correction **which** have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel and the student and his/her parents/guardians; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; and participation in a restorative justice program. **For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.** Education Code 48900.5 **also** authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. **Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911, as amended by AB 667 (Ch. 445, Statutes of 2017), requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.**

~~The need to implement means of correction other than suspension and expulsion is underscored by Education Code 52060-52077, which require districts to adopt and annually update a local control and accountability plan (LCAP) including descriptions of the district's and each school's goals for improving student engagement and school climate, as measured by rates of student absenteeism, suspension and expulsion, and other relevant measures identified by the Board.~~

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

OPTION 1: No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

OPTION 2: No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in **a public an open** session **of a Board meeting**.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The

Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

Note: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. As defined in Education Code 52052, numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students.

~~The report shall be disaggregated~~ **In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions** by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, **students with disabilities,** foster youth, and ~~students with disabilities~~ **homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine** whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 *Speech and other communication*
 48980 *Parental notifications*
 49073-49079 *Privacy of student records*
52052 Numerically significant student subgroups
 52060-52077 *Local control and accountability plan*
CIVIL CODE
 47 *Privileged communication*
 48.8 *Defamation liability*
CODE OF CIVIL PROCEDURE
 1985-1997 *Subpoenas; means of production*
GOVERNMENT CODE
 11455.20 *Contempt*
 54950-54963 *Ralph M. Brown Act*
HEALTH AND SAFETY CODE
 11014.5 *Drug paraphernalia*
 11053-11058 *Standards and schedules*
LABOR CODE
 230.7 *Discharge or discrimination against employee for taking time off to appear in school on behalf of a child*
PENAL CODE
 31 *Principal of a crime, defined*
 240 *Assault defined*
 241.2 *Assault fines*
 242 *Battery defined*
 243.2 *Battery on school property*
 243.4 *Sexual battery*
 245 *Assault with deadly weapon*
 245.6 *Hazing*
PENAL CODE (continued)
 261 *Rape defined*
 266c *Unlawful sexual intercourse*
 286 *Sodomy defined*
 288 *Lewd or lascivious acts with child under age 14*
 288a *Oral copulation*
 289 *Penetration of genital or anal openings*
 417.27 *Laser pointers*
 422.55 *Hate crime defined*
 422.6 *Interference with exercise of civil rights*
 422.7 *Aggravating factors for punishment*
 422.75 *Enhanced penalties for hate crimes*
 626.2 *Entry upon campus after written notice of suspension or dismissal without permission*
 626.9 *Gun-Free School Zone Act of 1995*
 626.10 *Dirks, daggers, knives, razors, or stun guns*
 868.5 *Supporting person; attendance during testimony of witness*
WELFARE AND INSTITUTIONS CODE
 729.6 *Counseling*
UNITED STATES CODE, TITLE 18
 921 *Definitions, firearm*
UNITED STATES CODE, TITLE 20
 1415(K) *Placement in alternative educational setting*
~~7151~~ 7961 *Gun-free schools*
UNITED STATES CODE, TITLE 42
 11432-11435 *Education of homeless children and youths*
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 *Ops.Cal.Atty.Gen.* 146 (2001)
80 *Ops.Cal.Atty.Gen.* 348 (1997)
80 *Ops.Cal.Atty.Gen.* 91 (1997)
80 *Ops.Cal.Atty.Gen.* 85 (1997)

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and ~~Drug-Free Schools~~ **Healthy Students:**

~~<http://www.ed.gov/about/offices/list/osdfs>~~ <https://www2.ed.gov/about/offices/list/oese/oshs>

(4/14 12/14) 12/17

Administrative Regulation

Students

AR 5144.1(a)

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property;

cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission ~~of a communication~~ originated on or off ~~the~~ school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, ~~of a communication~~ including, but not limited to: (Education Code 48900(r))

- a.** ~~Aa~~ message, text, sound, **video, or** image
- b.** ~~, or A post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, including, but is not limited to, the posting to or creation of creating a burn page or the creation of creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))~~

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

- 18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - *Student Disturbances*)

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - *Sexual Harassment*)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - *Hate-Motivated Behavior*)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and

invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct ~~in the student~~. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain ~~them~~ **the documentation** in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, **including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the** ~~presented with the available~~ evidence against him/her, and **shall be** given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
 - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

- b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)
- c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

- 1. The on-campus suspension classroom shall be staffed in accordance with law.
- 2. The student shall have access to appropriate counseling services.
- 3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
- 4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the

hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious

affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. **Testimony by Complaining Witnesses:** The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
 - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

- (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. **Decision:** The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and

district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or **public open** session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to

- participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
 3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
 4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
 5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
 6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
 7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been

met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Administrative Regulation

Students

AR 5148.2(a)

BEFORE/AFTER SCHOOL PROGRAMS

Grades K-9

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program shall serve students in any of grades K-9 as the district may determine based on local needs. (Education Code 8482.3, 8484.7, 8484.75, 8484.8)

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs ~~or serve a high percentage of students from low income families.~~ (Education Code 8484.8; 20 USC 7173)

(cf. 6171 - Title I Programs)

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6154 - Homework/Makeup Work)

(cf. 6163.4 - Student Use of Technology)

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 6142.6 - Visual and Performing Arts)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6178 - Career Technical Education)

2. Nutrition

- a. If snacks or meals are made available in the program, they shall conform to nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)

- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the Superintendent or designee may, with the approval of the Superintendent of Public Instruction, provide services at another school site. Such transfer of services shall occur only if the school to which the program will be transferred agrees to receive students from the transferring school and has an existing grant of the same type as the transferring school, or does not have a 10-percent lower percentage of students eligible for free or reduced-price meals than the transferring school. A significant barrier includes any of the following: (Education Code 8482.8)
 - (1) Fewer than 20 students participating in the program component
 - (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation
 - (3) A reduction in the program grant of an existing school due to its merging into a new school opened by the district or the splitting of its students with a new school

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

(cf. 3540 - Transportation)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4, 45330, 45344, 45344.5)

(cf. 4222 - Teacher Aides/Paraprofessionals)

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

- c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

- (1) First priority for enrollment shall be given to students who are identified as homeless youth, as defined by the McKinney-Vento Homeless Assistance Act (42 USC 11434a), at the time they apply for enrollment or at any time during the school year and to students who are identified by the program as being in foster care. (Education Code 8483, 8483.1)

The district is not required to disenroll a current student in order to secure the enrollment of a student who has priority for enrollment. (Education Code 8483, 8483.1)

The district shall inform the parent/guardian of a homeless or foster youth of the right of the child to receive priority enrollment and how to request priority enrollment. (Education Code 8483)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

- (2) Second priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)
- (3) Third priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

(cf. 6179 - Supplemental Instruction)

- (4) Any remaining capacity shall be filled by students selected at random.
- (5) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

(cf. 6177 - Summer Learning Programs)

Reports

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

- 1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
- 2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

(cf. 0500 - Accountability)

(7/15 3/17) 12/17

CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Charles Yerxa, Melissa Ortiz, and Michael Phenicie. Trustee Kelli Griffith – Garcia was absent due to illness. Also in attendance was Superintendent Dwayne Newman and various staff members.
PLEDGE OF ALLEGIANCE	Tina Cremo led the pledge of allegiance.
ACTION ITEM #171881	<p>Motion was made by Melissa Ortiz, seconded by Michael Phenicie to name Charles Yerxa as the Governing Board President.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Abstain</p> <p>Vote: (3 Ayes, 1 Absent, 1 Abstain)</p>
ACTION ITEM #171882	<p>Motion was made by Michael Phenicie, seconded by Charles Yerxa to name Melissa Ortiz as the Governing Board Clerk.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171883	<p>Motion was made by Melissa Ortiz, seconded by Michael Phenicie to maintain the committees assignments that are currently in place as follows:</p> <p>CRAF – Charles Yerxa FOM – Michael Phenicie FOA – Kelli Griffith-Garcia SELPA – Kathie Whitesell DELAC – Melissa Ortiz</p>
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	Roberta James recognized the Home School Program and Rebecca Changus for a smooth start to the 2017-18 school year.

RECOGNITIONS & CELEBRATIONS	Jesse Rodriguez recognized Pastor Ken and other church members from Colusa's Assembly of God Church for their efforts in bringing free shoes to all Burchfield Primary students. Mr. Rodriguez also recognized Tina Cremo & Socorro Vargas for their continued efforts with their Manners Matter Program.
PRESIDENT'S REPORT	<p>CRAF – No information.</p> <p>FOM – Friends of Music held their meeting on December 11, 2017. The Carnegie Quartet have been playing around town and raising money.</p> <p>FOA – No information presented due to Kelli Griffith-Garcia's absence.</p> <p>SELPA – NO SELPA meetings were held.</p> <p>DELAC – Melissa Ortiz reported on the new listening devices that were recently purchased. The Spanish version of the LCAP infographic was reviewed with the members of the DELAC. Members of the DELAC suggested that the computer lab be on Saturdays instead of Sundays. Mr. Newman will look at changing that schedule after the first of the year.</p> <p>Monthly Activities Report:</p> <p>Kathie Whitesell – attended various sporting events and the shoe-sizing day at BPS.</p> <p>Melissa Ortiz – attended the drama performance as well as the shoe-sizing day at BPS. She also met with Kim Turner to discuss a possible community service project for CSF and CJSF. In addition, Melissa met with Rebecca Changus to discuss the roll-out of the strength finder assessment.</p> <p>Michael Phenicie – attended the shoe-sizing day at BPS.</p> <p>Dwayne Newman – attended various sporting events, band performances, DELAC, the shoe-sizing and distribution days at BPS.</p> <p>Charles Yerxa – attended the drama performance and was able to see the Carnegie Quartet at the Chocolate Festival.</p>
SUPERINTENDENT'S REPORT IMPROVING ACHIEVEMENT	<p>Improving Achievement</p> <ul style="list-style-type: none"> • 2017 California School Dashboard Indicators – Mr. Newman reviewed the Dashboard and discussed the improvements of our English Language Learners and graduation averages. A review of chronic truancy also occurred. • Differentiated Assistance - Mr. Newman explained the process for Differentiated Assistance and how the results from the dashboard will guide the process of assistance. This will be a collaborative effort with Colusa County Office of Education. • Special Education Performance Indicator Review/Plan – A written plan needs to be created to address the low performance indicators on the dashboard relating to our Special Education graduation rate. • Budget Discussion – A review of the Multi Year Projection occurred.
ACTION ITEM #171884	Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve the Agreement for Softball Fields with Colusa County Fair Board.

	<p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171885	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve Resolution #2017-18.04 – Signatures of the Members of the Board.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171886	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve the Notice of Intent for Variable Term Waiver.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171887	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the Warrants: Batch #18-21.</p> <p>Whitesell – Abstain Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (3 Ayes, 1 Abstain, 1 Absent)</p>
ACTION ITEM #171888	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 0400 – Comprehensive Plans.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye</p>

	<p>Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171889	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 0460 & AR 0460 – Local Control & Accountability Plan.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171890	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 0500 – Accountability.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171891	<p>Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve and adopt the second reading of BP 1113 & AR 1113 – District & School Website and selected Option 1 as follows: The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with his/her name, may be published on district or school web sites unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 – Release of Directory Information.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171892	<p>Motion was made Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt BP 3280 – Sale or Lease of District-Owned Real Property.</p>

	<p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171893	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 3513.4 – Drug & Alcohol Free Schools.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171894	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of AR 3515.6 – Criminal Background Checks for Contractors.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171895	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 4140, 4240, 4340 – Bargaining Units.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171896	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 5113.1 & AR 5113.1 – Chronic Absences & Truancy.</p> <p>Whitesell – Aye</p>

	<p>Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171897	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of AR 5113.11 – Attendance & Supervision.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171898	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 5113.12 & AR 5113.12 – District Attendance Review Team.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #171899	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 5117 & AR 5117 – Interdistrict Attendance.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #1718100	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of AR 5125.2 – Withholding Grades, Diploma or Transcripts.</p> <p>Whitesell – Aye Griffith-Garcia – Absent</p>

	<p>Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #1718101	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 5131.6 – Alcohol & Other Drugs</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #1718102	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 6020 & AR 6020 – Parent Involvement.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #1718103	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of AR 6112 – School Day.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #1718104	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 6153 – School Sponsored Trips.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p>

		Vote: (4 Ayes, 1 Absent)
ACTION ITEM #1718105	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 6170.1 – Transitional Kindergarten.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	
ACTION ITEM #1718106	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of AR 6173.1 – Education for Foster Youth.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	
ACTION ITEM #1718107	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve and adopt the second reading of BP 6173.2 & AR 6173.2 – Education of Children of Military Families.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	
ACTION ITEM #1718108	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve the following consent agenda items:</p> <ol style="list-style-type: none"> 1. November 6, 2017 Special Board Meeting Minutes 2. November 14, 2017 Board Meeting Minutes 3. November Payroll 4. Personnel Assignment Order 5. General Fund 01 Budget Revision <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye</p>	

	<p>Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
HEARING OF THE PUBLIC FOR MATTERS ON THE CLOSED SESSION AGENDA	<p>None.</p>
	<p>The board adjourned to closed session at 6:31 PM to consider and/or take action upon the following items:</p> <p>1. Negotiations Pursuant to Government Code 54957.6 <u>Agency Designated Representatives:</u> Dwayne Newman, Superintendent</p> <p><u>Employee Organizations:</u> California Teachers Association, California State Employees Association, and Unrepresented Employees</p> <p>a. Discussion and Possible Action of 2017-18 California Teachers Association Salary Increase</p> <p>b. Discussion and Possible Action of 2017-18 Unrepresented Employee Group Salary Increase</p> <p>c. Discussion and Possible Action of 2016-17 and 2017-18 California State Employee Association Salary Increase</p> <p>Instruction to District Negotiators <i>(Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)</i></p> <p>2. Personnel Matters Pursuant to Government Code 54957 <u>Administration Representatives:</u> Dwayne Newman, Superintendent</p> <p>a. Consider Approval of Request for Unpaid Leave of Absence for Classified Staff Member</p>
	<p>The board reconvened from Closed Session at 7:00 PM.</p>
NO FORMAL ACTION	<p>Agenda item J.1a. – Discussion and Possible Action of 2017-18 California Teachers Association Salary Increase. Upon recommendation of Mr. Newman, no action was taken on this agenda item because he signed a Tentative Agreement with the CTA just prior to the meeting. That TA will be presented to the board for final ratification at the January meeting.</p>
ACTION ITEM #1718109	<p>Motion was made by Michael Phenicie, seconded by Kathie Whitesell to direct that a 3.2% Salary Increase for 2017-18 be offered to the Unrepresented Employee Group retroactive to 7/01/17. This action is pending ratification by the CUSD Board of Trustees and the AB1200 Approval from Colusa County Office Of Education.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p>

		Vote: (4 Ayes, 1 Absent)
ACTION ITEM #1718110	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to direct that an offer to restructure the Classified Salary Schedule that will be effective 7/1/17 totaling no more than \$205,000 in the 17-18 fiscal year. This action is pending ratification of CSEA, the CUSD Board of Trustees and the AB1200 Approval of Colusa County Office Of Education AND to direct that an offer be made for the 16-17 school year of One time Health Insurance Payment of \$1,000 per FTE to CSEA pending ratification of CSEA, the CUSD Board of Trustees and the AB1200 Approval of Colusa County Office of Education”</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	
ACTION ITEM #1718111	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve Request for Unpaid Leave of Absence for Classified Staff Member.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	
ACTION ITEM #1718112	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve a 3.2% increase to the Superintendent Salary retroactive to 7/01/17.</p> <p>Mr. Newman made note that, in line with his original commitment to the board, since there is now reliable data showing an upward trend in overall achievement, and significant closure of achievement gaps, he will be requesting an additional salary increase to be included in his contract for the 18/19 school year. He will present information on comparable salaries at the January board meeting.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>	

	ADJOURNMENT	The meeting adjourned at 7:30 PM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

DRAFT

Payroll totals for the month of: DECEMBER 2017

Issued 12/08/2017: (SUP)	\$ 35,270.81	Total getting paid: 77
Issued 12/22/2017: (EOM)	<u>\$758,860.37</u>	Total getting paid: 182
Monthly total	\$794,131.18	

Colusa Unified School District
Personnel Assignment Order
January 9, 2017

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Retirement: Ellen Cenami	BPS Reading Specialist	Tenured	\$88,122.00	3/2/2018

Resignation:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Leaves: Terminated: Christopher Bailey	7/8 Math Teacher		\$48,331.00	11/29/2017

Non-Reelection:

Transfers:

(Requests approved by Superintendent)

CLASSIFIED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Cecilia Ruiz	Attendance Clerk/Office Assistant	\$14.56	12/18/2017
Theodora Carter	EMS Yard Duty	\$11.00	1/8/2017

Retirement:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
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Resignation:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Cecilia Ruiz	BPS Paraeducator	\$12.87	12/15/2017
Misty Cooper	EMS Librarian	\$16.06	12/22/2017

Leaves:

Increase of Hours:

Job transfer:

Terminated:

**WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
COLUSA UNIFIED SCHOOL DISTRICT**

October 1, 2017 TO December 31, 2017

Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

 x No complaints have been received this quarter.

The following complaints have been received this quarter.

Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

 Complaints have been received regarding insufficient instructional materials.
District Resolutions:

Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

 Complaints have been received regarding insufficient textbooks.
District Resolutions:

Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.

 Complaints have been received that facilities have emergency/urgent threat conditions.
District Resolutions:

Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.

 Complaints have been received regarding unqualified teachers.
District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)

Superintendent

Date

COLUSA UNIFIED SCHOOL DISTRICT and
UNREPRESENTED EMPLOYEES BARGAINING UNIT

Tentative Agreement

The Colusa Unified School District Board of Trustees and the Unrepresented Employees Bargaining Unit have tentatively agreed to settle outstanding collective bargaining issues for the 2017-18 school year per the following, which will go into effect immediately upon ratification by both parties:

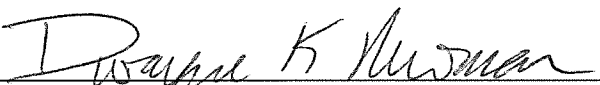
Salary Schedules of Unrepresented Employees will be increased by 3.2% Effective July 1, 2017. The salary schedules are:

*Confidential/ASES Coordinator Salary Schedule
Classified Management Salary Schedule
Chief Business Official Salary Schedule
Administrative Salary Schedule*

Salary increases are retroactive to July 1, 2017. There will be no retroactive pay on any overtime or any pay besides normal pay.

The tentative agreement is approved by the employees and is subject to ratification by the Board of Trustees.

Dated 12/27/17


Dwayne Newman, District Superintendent



Colusa Unified School District and Colusa Education Association Tentative Agreement

Page | 1

The Colusa Unified School District Board of Trustees and the Colusa Education Association have tentatively agreed to settle collective bargaining issues for the 2017– 2018 school year per the following:

Item 1.

The calendar for the 2019/2020 is attached as Appendix A.

Item 2.

Mentors for Teacher Interns will be compensated at the same rate as TCIP mentors. See attached Extra Duty Salary Schedule; Appendix B.

Item 3.

Proposed Language

ARTICLE II

Current Language: None

3. Agreement for compliance with AB119 (2017).

After hiring a new credentialed staff member, the CUSD Personnel / Payroll Technician does in-person orientation scheduled at a time convenient for both individuals. At or before the time of that meeting, the CEA President will receive an email from the Personnel Payroll Technician listing the new employee's name and contact information. The new employee will be supplied with the CEA President's name, school phone, and email address.

The CEA President, or designee, will schedule a formal orientation meeting with the new employee. At that meeting the new employee will be supplied a unit enrollment form (supplied by CTA) which must be returned to the CUSD Personnel / Payroll Technician within five (5) business days to insure proper payroll deductions for the new employee.

Current Paragraph, 3 Agency Fee Provisions, will become Paragraph 4.

Item 4.

**ARTICLE X
SALARIES**

Appendix D of the current contract (**Continuing Education Credits / Units Submission Form**) will be replaced by the SALARY SCHEDULE UNITS REQUIREMENTS and REQUEST FOR UNITS APPROVAL appended to this document. (Appendix C of this document).

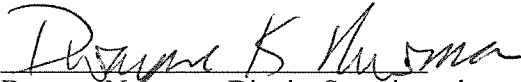
Page | 2

Item 5.

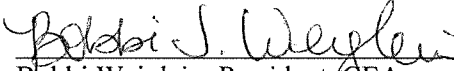
1. A 3.2% increase to the Certificated Salary Schedule effective July 1, 2017. Retro payments do not apply to anything other than regular annual pay listed on the Certificated Salary Schedule. (Updated Certificated Salary Schedule attached as Appendix D)
2. A 3.2% increase to the Extra Duty Salary Schedule effective July 1, 2017. (See Appendix B)

The tentative agreement is approved by the parties bargaining representatives and is subject to ratification by the bargaining unit members and the CUSD Board of Trustees.

Date: 12/13/17


Dwayne Newman, District Superintendent

Date: 12/13/17


Bobbi Weiglein, President, CEA

Appendix A

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth St.
Colusa, CA 95932

2019 - 2020 SCHOOL CALENDAR

Page | 3

July S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
August S M T W Th F S 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
September S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
October S M T W Th F S 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
November S M T W Th F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
December S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
January S M T W Th F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
February S M T W Th F S 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29						
March S M T W Th F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
April S M T W Th F S 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
May S M T W Th F S 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31						
June S M T W Th F S 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30						
REQUIRED CLASSIFIED HOLIDAYS: July 4: Independence Day Sept 2: Labor Day Nov 11: Veterans' Day Observed Nov 27-29: Thanksgiving Dec 24: Christmas Eve Dec 25: Christmas Day Dec 31: In Lieu of Admission Day Jan 1: New Year's Day Jan 20: Dr. Martin Luther King Day Feb 17: President's Day Feb 18: Lincoln's Birthday (observed) May 25: Memorial Day						
LEGEND: null / / Legal Holiday [] Break { } Preservice Day < > Minimum Day						
End of Trimester End of Semester						

9/27/2017

Appendix B

Colusa Unified School District 17-18 Proposed Extra Duty Salary Schedule

Adopted 6/13/17, No change, 0% Increase
Proposed Increase 3.2% January 9, 2018

Page | 4

Colusa High School	Stipend
ATHLETIC DIRECTOR (2 RELEASE PERIODS) OR	2,192
ATHLETIC DIRECTOR (1 RELEASE PERIODS)	4,869
Athletic Director plus 2 days before school at their daily rate	
FOOTBALL VARSITY HEAD	3,374
FOOTBALL VARSITY ASST.	2,652
FOOTBALL VARSITY ASST.	2,652
FOOTBALL JV HEAD	2,652
FOOTBALL JV ASST.	2,171
FOOTBALL JV ASST.	2,171
SOCCER BOYS	2,895
SOCCER GIRLS	2,895
BASKETBALL BOYS VARSITY HEAD	3,137
BASKETBALL BOYS JV HEAD	2,410
BASKETBALL GIRLS VARSITY HEAD	3,137
BASKETBALL GIRLS HEAD	2,410
TRACK VARSITY HEAD	3,137
TRACK VARSITY ASST.	2,410
BASEBALL VARSITY HEAD	3,137
BASEBALL JV HEAD	2,410
SOFTBALL VARSITY HEAD	3,137
SOFTBALL JV HEAD	2,410
TENNIS BOYS	2,895
TENNIS GIRLS	2,895
CROSS COUNTRY TRACK	2,895
GOLF	2,895
VOLLEYBALL VARSITY HEAD	3,076
VOLLEYBALL JV HEAD	2,410
WRESTLING COACH	2,652
CHEERLEADER ADVISOR FOOTBALL	2,172
CHEERLEADER ADVISOR BASKETBALL*	2,172
YEARBOOK	1,929
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
ACTIVITY DIRECTOR (1 RELEASE PERIOD)	1,971
MUSIC DIRECTOR	2,168
DRAMA DIRECTOR	1,204
FBLA DIRECTOR	2,168
LEAD 12th GRADE ADVISOR	769
ESA Stipend will remain unchanged through 6/30/19*	2,504

Egling Middle School	Stipend
INTRAMURAL GIRLS BASKETBALL 7/8	576
INTRAMURAL BOYS BASKETBALL 7TH	576
INTRAMURAL BOYS BASKETBALL 8TH	576
INTERSCHOLASTIC BOYS BASKETBALL 7TH	1,755
INTERSCHOLASTIC BOYS BASKETBALL 8TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 7TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 8TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 7TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 8TH	1,755
INTERSCHOLASTIC GIRLS SOCCER 7/8TH	1,755
INTERSCHOLASTIC BOYS SOCCER 7/8TH	1,755
INTERSCHOLASTIC VOLLEYBALL 7TH	1,755
INTERSCHOLASTIC VOLLEYBALL 8TH	1,755
ATHLETIC DIRECTOR	1,755
ACTIVITY DIRECTOR	1,755
YEARBOOK ADVISOR	1,314
MUSIC DIRECTOR	1,970
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
GATE COORDINATOR Site Funded	1,276
SHADY CREEK ADVISOR can be divided by multiple staff	1,290
SHADY CREEK TEACHERS each attending teacher	716

Burchfield Primary School	Stipend
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
SITE FUNDED COMMITTEE POSITIONS 6 X \$768**	4,608
MUSIC COORDINATOR	876

Districtwide	Stipend
TCIP SUPPORT PROVIDERS	2,000
INTERN MENTOR TEACHER	2,000
Stipend does not increase without separate Board Action	

*As per 16-17 TA signed 5/11/17, ESA Stipend will remain \$2504 through 6/30/19. Discussion for possible increase in 19/20 will take place in 19/20. The ESA Stipend amount will only be changed when negotiated every 3rd year.

Appendix C

SALARY SCHEDULE UNITS REQUIREMENTS

All Units Requests:

1. Must be submitted and approved by the Units Committee (comprised of one teacher from each site and two representatives from Management Team) prior to taking a course or participation in a continuing education activity.
2. During summer only, principals can approve unit's requests prior to taking the course.

Page | 5

What meets the requirement for class advancement on the salary schedule?

Credits taken at an accredited college or university.

1. Graduate or Upper Division courses taken after the Bachelor's degree (or equivalent) has been granted provided they:
 - a. Fulfill requirements for an advanced degree or;
 - b. Fulfill requirements for an additional credential or;
 - c. Are related to the teaching assignment.
2. Salary units may be granted to entry level or lower division classes in Spanish only.

Continuing Education hours to include conferences, workshops, institutes, academies, symposia.

1. Acceptable workshops and programs include ones whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants.
2. Recorded clock hours must be restricted to time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education. Time spent in "business" meetings of the sponsoring organization or time spent following up projects or assignments may not be recorded.
3. Continuing Education Units (15 Hours = 1 Semester Unit) to be credited for the employee's advancement on the salary schedule are:
 - a. To be **completed outside of contracted employment hours and at no expense to the district.**
 - b. In the event that such CEUs/hours (@ the current CSU, Chico CEU rate) completed and receive salary schedule credit.
4. Documentation need for pre-approval of CEUs includes a completed unit's request form with information about the conference, institute, academy, symposium or activity, including provider's contact information.
5. Verification of CEUs/hours must be documented by the sponsoring organization through (a) a letter address to the Units Committee, or (b) a certificate of completion which lists total CEUs/hours with a provider's contact name and telephone number.

To receive credit for units approved by the Units Committee, teachers must (1) submit a readable copy of their transcript to the Units Committee, which states whether the units are quarter or semester, or (2) submit a letter or certificate to document continuing education activities which lists the total CEUs/hours completed and the provider's contact name and phone number.

Deadline for submitting transcripts or CEUs/hours for movement on the salary schedule each year: October 10 or the Monday following, if October 10 falls on a weekend. Units submitted after this deadline will be posted for salary growth the following year. Courses must be completed prior to the first day of school to be posted to the salary schedule that fall.

REQUESTS FOR UNITS APPROVAL

University credits or Continuing Education units must be submitted to the Units Committee prior to taking a course with one exception. During the summer only, principal can approve units requests provided they are submitted prior to taking the course or participating in the continuing education activity.

Page | 6

Name: _____ School: _____ Date: _____

College or University where credits will be earned: _____			
Course Title: _____			
Course #:	Code:	Number of Credits:	
Select One:	Semester Credits	Quarter Credits	
Course Level:	Lower Division	Upper Division	Graduate

OR

Continuing Education Provider: _____
Contact Person Name: _____
CEU* Hours: _____
Advancement on the Salary Schedule is based on Semester Credits. CEU's will be converted to semester credits at the following rate: 15 hours = 1 Semester Credit)
*Minimum of 5 hours per application

Brief description of Course or CEU Activity (attach course description of information flyer for CEU Activity).

Reason for taking course or pursuing continuing education activity. Explain how the activity applies to your teaching position.

Method of Verification: (Select one)

Transcript, Certificate, or letter of verification (stating number of hours and provider's contact information).

DO NOT WRITE BELOW THIS LINE

Page | 7

Date received by Units Committee Member: _____

Units Committee Member Signature: _____

Date approved by Units Committee: _____

Signature of Committee Chair: _____

Date submitted to Personnel Office: _____

Appendix D

Colusa Unified School District
745 10th Street, Colusa, CA 95932
(530) 458-7791

Page | 8

17-18 Proposed Certificated Salary Schedule

Adopted 6/13/17, No Change 0% Increase
Proposed Increase 3.2% January 9, 2018

STEP 186 Days	CLASS I BA +15	CLASS II BA +30	CLASS III BA +45 or MA	CLASS IV BA +60 or MA +15	CLASS V BA +80 or MA +30
STEP 1	49,878	51,337	51,703	52,067	52,432
STEP 2	51,337	51,703	52,067	52,432	54,050
STEP 3	51,703	52,067	52,432	54,050	55,720
STEP 4	52,067	52,432	54,050	55,720	57,442
STEP 5	52,432	54,050	55,720	57,442	59,215
STEP 6	54,050	55,720	57,442	59,215	61,044
STEP 7	55,720	57,442	59,215	61,044	62,932
STEP 8		59,215	61,044	62,932	64,876
STEP 9		61,044	62,932	64,876	66,882
STEP 10			64,876	66,882	68,948
STEP 11			66,882	68,948	71,077
STEP 12				71,077	73,275
STEP 13				73,275	75,540
STEP 16				77,879	80,286
STEP 19				82,772	85,331
STEP 22				87,974	90,941

1. \$2000/year Bilingual Credential
2. \$800 /year Masters Degree
3. \$1000 /year for Doctorate Degree

All Stipends paid cumulatively (Maximum of \$3,800 /year)

SALARY RELATED BENEFITS

Credit for Experience: A maximum of 15 years of teaching experience shall be granted for salary placement of a new employee on a one for one year of allowable service credit.

Health Care: Plan Year is 10-1-17 to 9-30-18

Employee and dependent health insurance, dental, vision plan. Employee can choose from 7 medical plans. Premiums range from \$116.83/month to \$1,208.54 monthly (11 month pay)

Dental Care: (Employee and Dependents) Full dental coverage through the Delta Dental Plan is provided. 70% coverage first year and 100% after 3 years.

Vision Care: (Employee and Dependents) The insurance covers eye care for employees and dependents. The plan provides for examinations and for the purchase of glasses, if needed.

Salary Protection: A salary protection insurance plan is provided for employees. The carrier is CTA approved.

Extra Duty Schedule: Colusa provides a comprehensive extra duty schedule. (See Separate Extra Duty Schedule)

Work Days/year: 186

Ag Teacher work year: 186 contract days plus 20% extended contract

Professional Hourly Rate: \$44.69

Public Disclosure of Collective Bargaining Agreement Colusa Unified School District

To be acted upon by the Governing Board at its meeting on January 9, 2018

TO THE GOVERNING BOARD AND THE COUNTY SUPERINTENDENT OF SCHOOLS: In compliance with the Public Disclosure requirements of AB1200 as well as the Salary Settlement Notification requirements of SB1677 when Teacher's Salary/Benefits Negotiations are finalized after the final budget is adopted.

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS FOR 2017-18

The current status (whether settled or pending settlement) of the employee units:

Certificated	Tentative Agreement for 17-18
Classified	Negotiations in Progress for 16-17 and 17-18
Unrepresented	Tentative Agreement for 17-18

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period ending June 30, 2018. A one year agreement for 2017-18.

Section 3: PERCENTAGE INCREASE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs in salaries and Statutory Benefits (UI, WC, FICA, PERS, STRS)

For CEA, 3.2% COLA Added to each cell on the existing salary schedule which is attached effective July 1, 2017

For Unrepresented Group including the Superintendent, 3.2% COLA added to each cell on the existing salary schedule which is attached effective July 1, 2017.

Section 4: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT YEAR (Reflects total of both Restricted and Unrestricted Amounts)

OF PROPOSED AGREEMENT IN FUTURE FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these items:

CEA	\$210,176 ongoing
Unrepresented/Superintendent	\$ 51,689 ongoing
TOTAL	\$261,865

Section 5: IMPACT obligations in future fiscal years:

The estimated cost is reflected on the attached MYP. In addition to the CEA, Supt. and Unrepresented units, the MYP reflects the offer to CSEA that totals \$205,000 ongoing expenditure.

Section 6: COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE FUNDING: The District's proposed increase in funding for the Local Control Funding Formula is approximately 4.27% over the prior year.

CERTIFICATION

The information provided in this document summarizes the financial implications of the proposed agreement in accordance with the requirement of AB1200 and GC 3547.5.

Signed_____	Date_____
Dwayne Newman, Superintendent	
Signed_____	Date_____
Sheryl Parker, Outgoing CBO — document prepared by	
Signed_____	Date_____
Melissa Ericsson, Chief Business Official	

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on January 9, 2018 took action to approve the proposed Agreement with the Certificated, Superintendent and Unrepresented Bargaining Units.

Signed_____	Date_____
Charles Yerxa, President, Board of Trustees	

COLUSA COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Colusa Unified School District**

Name of Bargaining Unit: **Colusa Educator's Association CEA**

Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2017** and ending: **June 30, 2018**
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **9-Jan-18**
(date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY17-18	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 17-18	Year 2 Increase/(Decrease) FY ____ - ____	Year 3 Increase/(Decrease) FY ____ - ____
1 Salary Schedule Increase (Decrease)	\$ 5,184,285	\$ 165,897	\$ -	\$ -
		3.2000%	0.0000%	0.0000%
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ 51,650	\$ 1,653	\$ -	\$ -
		3.2004%	0.0000%	0.0000%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	\$ 131,610	\$ 4,212	\$ -	\$ -
		3.2004%	0.0000%	0.0000%
Extra duty stipend schedule				
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.	\$ 1,013,537	\$ 38,414	\$ -	\$ -
		3.7901%	0.0000%	0.0000%
5 Health/Welfare Plans:	\$ 819,390	\$ -	\$ -	\$ -
		0.0000%	0.0000%	0.0000%
capped plan \$10,505 per employee				
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 7,200,472	\$ 210,176	\$ -	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	77.10			
8 Total Compensation Average Cost per Employee	93391.33593	2726.018158	0	0
		2.92%	0.00%	0.00%

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

3.2% added to Salary Schedule and Extra Duty Salary Schedule effective July 1, 2017

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

no

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits Yes ☒ No ☐
If yes, please describe the cap amount.

\$10,505 annually per employee negotiated many years ago with no changes

- B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

none

- C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

no

- D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

none

- E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

will increase deficit spending by the amount of the agreement. District has large beginning balance and can sustain the cost of the increase in the future due to ADA increases and LCFF increases.

- F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

none

- G. Source of Funding for Proposed Agreement
1. Current Year

LCFF Increases

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?)

If for some reason, District funding is decreased, cuts would be made in all areas of the budget

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A



Colusa Unified School District and Colusa Education Association Tentative Agreement

Page | 1

The Colusa Unified School District Board of Trustees and the Colusa Education Association have tentatively agreed to settle collective bargaining issues for the 2017– 2018 school year per the following:

Item 1.

The calendar for the 2019/2020 is attached as Appendix A.

Item 2.

Mentors for Teacher Interns will be compensated at the same rate as TCIP mentors. See attached Extra Duty Salary Schedule; Appendix B.

Item 3.

Proposed Language

ARTICLE II

Current Language: None

3. Agreement for compliance with AB119 (2017).

After hiring a new credentialed staff member, the CUSD Personnel / Payroll Technician does in-person orientation scheduled at a time convenient for both individuals. At or before the time of that meeting, the CEA President will receive an email from the Personnel Payroll Technician listing the new employee's name and contact information. The new employee will be supplied with the CEA President's name, school phone, and email address.

The CEA President, or designee, will schedule a formal orientation meeting with the new employee. At that meeting the new employee will be supplied a unit enrollment form (supplied by CTA) which must be returned to the CUSD Personnel / Payroll Technician within five (5) business days to insure proper payroll deductions for the new employee.

Current Paragraph, 3 Agency Fee Provisions, will become Paragraph 4.

Item 4.

**ARTICLE X
SALARIES**

Appendix D of the current contract (**Continuing Education Credits / Units Submission Form**) will be replaced by the SALARY SCHEDULE UNITS REQUIREMENTS and REQUEST FOR UNITS APPROVAL appended to this document. (Appendix C of this document).

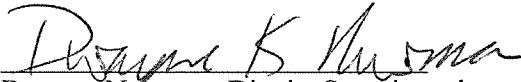
Page | 2

Item 5.

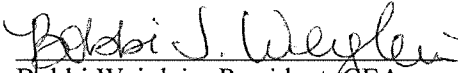
1. A 3.2% increase to the Certificated Salary Schedule effective July 1, 2017. Retro payments do not apply to anything other than regular annual pay listed on the Certificated Salary Schedule. (Updated Certificated Salary Schedule attached as Appendix D)
2. A 3.2% increase to the Extra Duty Salary Schedule effective July 1, 2017. (See Appendix B)

The tentative agreement is approved by the parties bargaining representatives and is subject to ratification by the bargaining unit members and the CUSD Board of Trustees.

Date: 12/13/17


Dwayne Newman, District Superintendent

Date: 12/13/17


Bobbi Weiglein, President, CEA

Appendix A

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth St.
Colusa, CA 95932

2019 - 2020 SCHOOL CALENDAR

Page | 3

S	M	T	W	Th	F	S	S	M	T	W	Th	F	S														
July							August																				
	1	2	3	/4/	5	6						1	2	3													
7	8	9	10	11	12	13	4	5	6	7	8	9	10														
14	15	16	17	18	19	20	11	{12}	{13}	14	15	16	17	August 12-13: Preservice Days													
21	22	23	24	25	26	27	18	19	20	21	22	23	24	August 14: First Day of School													
28	29	30	31				25	26	27	28	29	30	31														
													13														
September							October																				
1	/2/	3	4	5	6	7			1	2	3	4	5	September 2: Labor Day													
8	9	10	11	12	13	14	6	7	8	9	10	11	12														
15	16	17	18	19	20	21	13	14	15	16	17	18	19														
22	23	24	25	26	27	28	20	21	22	23	24	25	26														
29	30					20	27	28	29	30	31		23														
November							December																				
					(1)	2	1	2	3	4	5	6	7	November 1: Parent/Teacher Conf. K-6 7-12 In-Service													
3	4	5	6	7	8	9	8	9	10	11	12	13	14	November 11: Veterans' Day													
10	/11/	12	13	14	15	16	15	16	17	18	19	<20>	21	November 27-29: Thanksgiving Break													
17	18	19	20	21	22	23	22	[23]	/24/	/25/	[26]	[27]	28														
24	25	26	[27]	/28/	[29]	30	29	[30]	/31/				15	December 20: Minimum Day December 23 - January 3: Winter Break													
						16																					
January							February																				
			/1/	[2]	[3]	4							1	January 20: Dr. Martin Luther King Day													
5	6	7	8	9	10	11	2	3	4	5	6	7	8														
12	13	14	15	16	17	18	9	10	11	12	13	14	15	February 17: President's Day													
19	/20/	21	22	23	24	25	16	/17/	/18/	/19/	[20]	[21]	22	February 18: Lincoln's Birthday (observed)													
26	27	28	29	30	31	19	23	24	25	26	27	28	29	February 17-21: No School													
													16														
March							April																				
1	2	3	4	5	6	7				1	2	3	4	April 10: Minimum Day													
8	9	10	11	12	13	14	5	6	7	8	9	<10>	11	April 12: Easter Sunday													
15	16	17	18	19	20	21	12	13	14	15	16	17	18	April 13 - April 17: Spring Break													
22	23	24	25	26	27	28	19	20	21	22	23	24	25	March 30 - May 6: State Testing Window (UNCONFIRMED)													
29	30	31				22	26	27	28	29	30		17														
May							June																				
					1	2								May 25: Memorial Day													
3	4	5	6	7	8	9		1	2	3	4	5	6	May 27: Home School/CAHS Graduation													
10	11	12	13	14	15	16	7	8	9	10	11	12	13	May 28 & May 29: Minimum Days													
17	18	19	20	21	22	23	14	15	16	17	18	19	20	May 28: EMS Graduation													
24	/25/	26	27	<28><29>	30	24	21	22	23	24	25	26	27	May 29: Last day of school/CHS Graduation													
31					20		28	29	30					June 4-7: Colusa County Fair (TENTATIVE)													
REQUIRED CLASSIFIED HOLIDAYS:							Dec 24: Christmas Eve Dec 25: Christmas Day Dec 31: In Lieu of Admission Day Jan 1: New Year's Day							Jan 20: Dr. Martin Luther King Day Feb 17: President's Day Feb 18: Lincoln's Birthday (observed) May 25: Memorial Day							LEGEND: null / / Legal Holiday [] Break () Preservice Day < > Minimum Day						
End of Trimester							End of Semester							9/27/2017													

Appendix B

Colusa Unified School District 17-18 Proposed Extra Duty Salary Schedule

Adopted 6/13/17, No change, 0% Increase
Proposed Increase 3.2% January 9, 2018

Page | 4

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ATHLETIC DIRECTOR (1 RELEASE PERIODS)	4,869
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FOOTBALL VARSITY ASST.	2,652
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TRACK VARSITY HEAD	3,137
TRACK VARSITY ASST.	2,410
BASEBALL VARSITY HEAD	3,137
BASEBALL JV HEAD	2,410
SOFTBALL VARSITY HEAD	3,137
SOFTBALL JV HEAD	2,410
TENNIS BOYS	2,895
TENNIS GIRLS	2,895
CROSS COUNTRY TRACK	2,895
GOLF	2,895
VOLLEYBALL VARSITY HEAD	3,076
VOLLEYBALL JV HEAD	2,410
WRESTLING COACH	2,652
CHEERLEADER ADVISOR FOOTBALL	2,172
CHEERLEADER ADVISOR BASKETBALL*	2,172
YEARBOOK	1,929
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
ACTIVITY DIRECTOR (1 RELEASE PERIOD)	1,971
MUSIC DIRECTOR	2,168
DRAMA DIRECTOR	1,204
FBLA DIRECTOR	2,168
LEAD 12th GRADE ADVISOR	769
ESA Stipend will remain unchanged through 6/30/19*	2,504

Egling Middle School	Stipend
INTRAMURAL GIRLS BASKETBALL 7/8	576
INTRAMURAL BOYS BASKETBALL 7TH	576
INTRAMURAL BOYS BASKETBALL 8TH	576
INTERSCHOLASTIC BOYS BASKETBALL 7TH	1,755
INTERSCHOLASTIC BOYS BASKETBALL 8TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 7TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 8TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 7TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 8TH	1,755
INTERSCHOLASTIC GIRLS SOCCER 7/8TH	1,755
INTERSCHOLASTIC BOYS SOCCER 7/8TH	1,755
INTERSCHOLASTIC VOLLEYBALL 7TH	1,755
INTERSCHOLASTIC VOLLEYBALL 8TH	1,755
ATHLETIC DIRECTOR	1,755
ACTIVITY DIRECTOR	1,755
YEARBOOK ADVISOR	1,314
MUSIC DIRECTOR	1,970
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
GATE COORDINATOR Site Funded	1,276
SHADY CREEK ADVISOR can be divided by multiple staff	1,290
SHADY CREEK TEACHERS each attending teacher	716

Burchfield Primary School	Stipend
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
SITE FUNDED COMMITTEE POSITIONS 6 X \$768**	4,608
MUSIC COORDINATOR	876

Districtwide	Stipend
TCIP SUPPORT PROVIDERS	2,000
INTERN MENTOR TEACHER	2,000
Stipend does not increase without separate Board Action	

*As per 16-17 TA signed 5/11/17, ESA Stipend will remain \$2504 through 6/30/19. Discussion for possible increase in 19/20 will take place in 19/20. The ESA Stipend amount will only be changed when negotiated every 3rd year.

Appendix C

SALARY SCHEDULE UNITS REQUIREMENTS

All Units Requests:

1. Must be submitted and approved by the Units Committee (comprised of one teacher from each site and two representatives from Management Team) prior to taking a course or participation in a continuing education activity.
2. During summer only, principals can approve unit's requests prior to taking the course.

Page | 5

What meets the requirement for class advancement on the salary schedule?

Credits taken at an accredited college or university.

1. Graduate or Upper Division courses taken after the Bachelor's degree (or equivalent) has been granted provided they:
 - a. Fulfill requirements for an advanced degree or;
 - b. Fulfill requirements for an additional credential or;
 - c. Are related to the teaching assignment.
2. Salary units may be granted to entry level or lower division classes in Spanish only.

Continuing Education hours to include conferences, workshops, institutes, academies, symposia.

1. Acceptable workshops and programs include ones whose purpose is to increase the professional knowledge, competence, performance, or effectiveness in education of the participants.
2. Recorded clock hours must be restricted to time spent in those portions of the conferences, workshops, or programs that contribute to participants' professional knowledge, competence, performance, or effectiveness in education. Time spent in "business" meetings of the sponsoring organization or time spent following up projects or assignments may not be recorded.
3. Continuing Education Units (15 Hours = 1 Semester Unit) to be credited for the employee's advancement on the salary schedule are:
 - a. To be **completed outside of contracted employment hours and at no expense to the district.**
 - b. In the event that such CEUs/hours (@ the current CSU, Chico CEU rate) completed and receive salary schedule credit.
4. Documentation need for pre-approval of CEUs includes a completed unit's request form with information about the conference, institute, academy, symposium or activity, including provider's contact information.
5. Verification of CEUs/hours must be documented by the sponsoring organization through (a) a letter address to the Units Committee, or (b) a certificate of completion which lists total CEUs/hours with a provider's contact name and telephone number.

To receive credit for units approved by the Units Committee, teachers must (1) submit a readable copy of their transcript to the Units Committee, which states whether the units are quarter or semester, or (2) submit a letter or certificate to document continuing education activities which lists the total CEUs/hours completed and the provider's contact name and phone number.

Deadline for submitting transcripts or CEUs/hours for movement on the salary schedule each year: October 10 or the Monday following, if October 10 falls on a weekend. Units submitted after this deadline will be posted for salary growth the following year. Courses must be completed prior to the first day of school to be posted to the salary schedule that fall.

REQUESTS FOR UNITS APPROVAL

University credits or Continuing Education units must be submitted to the Units Committee prior to taking a course with one exception. During the summer only, principal can approve units requests provided they are submitted prior to taking the course or participating in the continuing education activity.

Page | 6

Name: _____ School: _____ Date: _____

College or University where credits will be earned: _____			
Course Title: _____			
Course #:	Code:	Number of Credits:	
Select One:	Semester Credits	Quarter Credits	
Course Level:	Lower Division	Upper Division	Graduate

OR

Continuing Education Provider: _____
Contact Person Name: _____
CEU* Hours: _____
Advancement on the Salary Schedule is based on Semester Credits. CEU's will be converted to semester credits at the following rate: 15 hours = 1 Semester Credit)
*Minimum of 5 hours per application

Brief description of Course or CEU Activity (attach course description of information flyer for CEU Activity).

Reason for taking course or pursuing continuing education activity. Explain how the activity applies to your teaching position.

Method of Verification: (Select one)

Transcript, Certificate, or letter of verification (stating number of hours and provider's contact information).

DO NOT WRITE BELOW THIS LINE

Page | 7

Date received by Units Committee Member: _____

Units Committee Member Signature: _____

Date approved by Units Committee: _____

Signature of Committee Chair: _____

Date submitted to Personnel Office: _____

Appendix D

Colusa Unified School District
745 10th Street, Colusa, CA 95932
(530) 458-7791

Page | 8

17-18 Proposed Certificated Salary Schedule

Adopted 6/13/17, No Change 0% Increase
Proposed Increase 3.2% January 9, 2018

STEP 186 Days	CLASS I BA +15	CLASS II BA +30	CLASS III BA +45 or MA	CLASS IV BA +60 or MA +15	CLASS V BA +80 or MA +30
STEP 1	49,878	51,337	51,703	52,067	52,432
STEP 2	51,337	51,703	52,067	52,432	54,050
STEP 3	51,703	52,067	52,432	54,050	55,720
STEP 4	52,067	52,432	54,050	55,720	57,442
STEP 5	52,432	54,050	55,720	57,442	59,215
STEP 6	54,050	55,720	57,442	59,215	61,044
STEP 7	55,720	57,442	59,215	61,044	62,932
STEP 8		59,215	61,044	62,932	64,876
STEP 9		61,044	62,932	64,876	66,882
STEP 10			64,876	66,882	68,948
STEP 11			66,882	68,948	71,077
STEP 12				71,077	73,275
STEP 13				73,275	75,540
STEP 16				77,879	80,286
STEP 19				82,772	85,331
STEP 22				87,974	90,941

1. \$2000/year Bilingual Credential
2. \$800 /year Masters Degree
3. \$1000 /year for Doctorate Degree

All Stipends paid cumulatively (Maximum of \$3,800 /year)

SALARY RELATED BENEFITS

Credit for Experience: A maximum of 15 years of teaching experience shall be granted for salary placement of a new employee on a one for one year of allowable service credit.

Health Care: Plan Year is 10-1-17 to 9-30-18

Employee and dependent health insurance, dental, vision plan. Employee can choose from 7 medical plans. Premiums range from \$116.83/month to \$1,208.54 monthly (11 month pay)

Dental Care: (Employee and Dependents) Full dental coverage through the Delta Dental Plan is provided. 70% coverage first year and 100% after 3 years.

Vision Care: (Employee and Dependents) The insurance covers eye care for employees and dependents. The plan provides for examinations and for the purchase of glasses, if needed.

Salary Protection: A salary protection insurance plan is provided for employees. The carrier is CTA approved.

Extra Duty Schedule: Colusa provides a comprehensive extra duty schedule. (See Separate Extra Duty Schedule)

Work Days/year: 186

Ag Teacher work year: 186 contract days plus 20% extended contract

Professional Hourly Rate: \$44.69

COLUSA COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Colusa Unified School District**

Name of Bargaining Unit: **Superintendent**

Certificated, Classified, Other: **Superintendent**

The proposed agreement covers the period beginning: **July 1, 2017** and ending: **June 30, 2018**
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **9-Jan-18**
(date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY17-18	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 17-18	Year 2 Increase/(Decrease) FY ____ - ____	Year 3 Increase/(Decrease) FY ____ - ____
1 Salary Schedule Increase (Decrease)	\$ 152,044	\$ 4,866	\$ -	\$ -
		3.2004%	0.0000%	0.0000%
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ -		\$ -	\$ -
		%	%	%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)			\$ -	\$ -
		%	%	%
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.	\$ 28,554	\$ 1,327	\$ -	\$ -
		4.6473%	0.0000%	0.0000%
5 Health/Welfare Plans:	\$ 10,524	\$ -	\$ -	\$ -
		0.0000%	0.0000%	0.0000%
capped plan \$10,524				
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 191,122	\$ 6,193	\$ -	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	1.00			
8 Total Compensation Average Cost per Employee	191122	6193	0	0
		3.24%	0.00%	0.00%

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

3.2% retroactive to July 1, 2017

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

no

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes ☒ No ☐
If yes, please describe the cap amount.

\$10,524 annually

- B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

none

- C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

no

- D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

none

- E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

will increase deficit spending by the amount of the agreement. District has large beginning balance and can sustain the cost of the increase in the future due to ADA increases and LCFF increases.

- F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

none

- G. Source of Funding for Proposed Agreement

1. Current Year

LCFF Increases

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?)

If for some reason, District funding is decreased, cuts would be made in all areas of the budget

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 SUPERINTENDENT SALARY SCHEDULE

Proposed 3.2% Effective July 1, 2017, For Board consideration January 9, 2018

Annual Salary	\$	156,910	224 Days
Annual Car Allowance	\$	6,000	

Health Benefit Cap \$876.98/month

Master's Degree - \$800 Doctorate Degree - \$1,000

COLUSA COUNTY
PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Colusa Unified School District**

Name of Bargaining Unit: **Unrepresented**

Certificated, Classified, Other: **Unrepresented Certificated/Classified Management and Confidential**

The proposed agreement covers the period beginning: **July 1, 2017** and ending: **June 30, 2018**
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **9-Jan-18**
(date)

(Note: This form, along with a copy of the proposed agreement, must be submitted to the county office at least ten (10) working days prior to the date the governing board will take action.)

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY17-18	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 17-18	Year 2 Increase/(Decrease) FY ____ - ____	Year 3 Increase/(Decrease) FY ____ - ____
1 Salary Schedule Increase (Decrease)	\$ 1,129,800	\$ 36,154	\$ -	\$ -
		3.2000%	0.0000%	0.0000%
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ -		\$ -	\$ -
		%	%	%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)			\$ -	\$ -
		%	%	%
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare etc.	\$ 248,589	\$ 9,342	\$ -	\$ -
		3.7580%	0.0000%	0.0000%
5 Health/Welfare Plans:	\$ 147,336	\$ -	\$ -	\$ -
		0.0000%	0.0000%	0.0000%
capped plan \$10,524				
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 1,525,725	\$ 45,496	\$ -	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	14.00			
8 Total Compensation <u>Average</u> Cost per Employee	108980.3571	3249.685714	0	0
		2.98%	0.00%	0.00%

9. Please provide summary of negotiated agreement. For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

3.2% retroactive to July 1, 2017

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

no

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

no

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits Yes ☒ No ☐
If yes, please describe the cap amount.

\$10,524 annually

- B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

none

- C. Are reduction to budget or program necessary to accommodate the settlement?
Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

no

- D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

none

- E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

will increase deficit spending by the amount of the agreement. District has large beginning balance and can sustain the cost of the increase in the future due to ADA increases and LCFF increases.

- F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

none

- G. Source of Funding for Proposed Agreement

1. Current Year

LCFF Increases

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?)

If for some reason, District funding is decreased, cuts would be made in all areas of the budget

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

N/A

COLUSA UNIFIED SCHOOL DISTRICT and
UNREPRESENTED EMPLOYEES BARGAINING UNIT

Tentative Agreement

The Colusa Unified School District Board of Trustees and the Unrepresented Employees Bargaining Unit have tentatively agreed to settle outstanding collective bargaining issues for the 2017-18 school year per the following, which will go into effect immediately upon ratification by both parties:

Salary Schedules of Unrepresented Employees will be increased by 3.2% Effective July 1, 2017. The salary schedules are:

*Confidential/ASES Coordinator Salary Schedule
Classified Management Salary Schedule
Chief Business Official Salary Schedule
Administrative Salary Schedule*

Salary increases are retroactive to July 1, 2017. There will be no retroactive pay on any overtime or any pay besides normal pay.

The tentative agreement is approved by the employees and is subject to ratification by the Board of Trustees.

Dated _____

Dwayne Newman, District Superintendent

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Confidential/ASES Coordinator Salary Schedule

Adopted 6/13/17, No Change 0% Increase

Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Executive Administrative Assistant		
Payroll/Personnel Technician		
Year	Annual	Hourly
1	\$44,517	\$21.30
2	\$46,753	\$22.37
3	\$49,073	\$23.48
4	\$51,539	\$24.66
5	\$54,110	\$25.89
6	\$56,827	\$27.19
7	\$59,649	\$28.54
11	\$62,637	\$29.97
14	\$65,772	\$31.47
17	\$69,054	\$33.04
20	\$72,523	\$34.70

Work Days 261.25
Annual Based upon 8 hours/day

After School Education Coordinator		
Year	Annual	Hourly
1	\$24,115	\$20.66
2	\$25,318	\$21.69
3	\$26,590	\$22.78
4	\$27,921	\$23.92
5	\$29,310	\$25.11
6	\$30,780	\$26.37
7	\$32,321	\$27.69
11	\$33,932	\$29.07
14	\$35,636	\$30.52
17	\$37,410	\$32.05
20	\$39,278	\$33.65

Work Days 190 + 13 Holidays = 203
Annual Based upon 5.75 hours/day

Health Benefit Cap \$876.98

Employee must work 6+ hours per day to qualify for Health Benefits

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Classified Management Salary Schedule

Adopted 6/13/17, No Change 0% Increase
Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Chief Business Official		
Step	Annual	Hourly
1	\$85,627	\$40.97
2	\$89,912	\$43.02
3	\$94,405	\$45.17
4	\$99,129	\$47.43
5	\$104,082	\$49.80
6	\$109,286	\$52.29
7	\$114,741	\$54.90

Director of Maintenance, Operations & Transportation		
Director of Food Service		
Director of Technology		
Step	Annual	Hourly
1	\$60,338	\$28.87
2	\$63,348	\$30.31
3	\$66,504	\$31.83
4	\$69,827	\$33.42
5	\$73,338	\$35.09
6	\$76,996	\$36.84
7	\$80,841	\$38.68

12 Month employees exempt from Overtime

Annual Salary is based upon 2090 hours per year

Employees on this schedule receive 20 days vacation annually

Health Benefit Cap \$876.98

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Chief Business Official (CBO) Salary Schedule

Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Chief Business Official		
Step	Annual	Hourly
1	\$85,627	\$47.78
2	\$89,912	\$50.17
3	\$94,405	\$52.68
4	\$99,129	\$55.32
5	\$104,082	\$58.08
6	\$109,286	\$60.99
7	\$114,741	\$64.03

224 Work Days
Exempt from Overtime

Health Benefit Cap \$876.98

COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed ADMINISTRATIVE SALARY SCHEDULE

Presented for adoption August 8, 2017, No Change 0% Increase

Proposed Increase 3.2% January 9, 2018

STEPS	PRIMARY SCHOOL	MIDDLE SCHOOL		HIGH SCHOOL		9-12
	PRINCIPAL	PRINCIPAL	VICE-PRINCIPAL	PRINCIPAL Incl Home School*	VICE-PRINCIPAL	COUNSELOR
1	\$ 93,118	\$ 98,241	\$ 81,143	\$ 107,707	\$ 86,752	\$ 79,314
2	\$ 95,865	\$ 101,139	\$ 83,537	\$ 110,884	\$ 89,311	\$ 81,654
3	\$ 98,693	\$ 104,123	\$ 86,001	\$ 114,155	\$ 91,946	\$ 84,063
4	\$ 101,604	\$ 107,194	\$ 88,538	\$ 117,523	\$ 94,658	\$ 86,542
5	\$ 104,602	\$ 110,357	\$ 91,150	\$ 120,990	\$ 97,451	\$ 89,095
7	\$ 108,713	\$ 114,694	\$ 94,732	\$ 125,745	\$ 101,280	\$ 92,597
10	\$ 114,040	\$ 120,314	\$ 99,374	\$ 131,906	\$ 106,243	\$ 97,134
13	\$ 119,627	\$ 126,209	\$ 104,243	\$ 138,370	\$ 111,449	\$ 101,894
16	\$ 125,489	\$ 132,393	\$ 109,351	\$ 145,150	\$ 116,910	\$ 106,886
19	\$ 131,638	\$ 138,880	\$ 114,709	\$ 152,262	\$ 122,639	\$ 112,124
TOTAL DAYS	210	215	200	220	200	195

Master's Degree = \$800

Doctorate Degree = \$1,000

Health Benefit Cap \$876.98/monthly

*\$2000 Added to High School Principal Step 1 for Home School Principal Responsibilities

Moved K-8 Counselor position to Certificated Salary Schedule 7/1/17

Impact & Certification for all Units Combined

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**Enter Bargaining Unit: **Certificated (CEA-CTA), Classified (CSEA), Superintendent and Unrepresented Groups**

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 13,634,934	\$ -	\$ -	\$ 13,634,934
Remaining Revenues (8100-8799)	\$ 2,420,237	\$ -	\$ -	\$ 2,420,237
TOTAL REVENUES	\$ 16,055,171	\$ -	\$ -	\$ 16,055,171
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 6,370,355	\$ 195,771	\$ -	\$ 6,566,126
Classified Salaries (2000-2999)	\$ 2,298,261	\$ 172,152	\$ -	\$ 2,470,413
Employee Benefits (3000-3999)	\$ 3,495,535	\$ 104,118	\$ -	\$ 3,599,653
Books and Supplies (4000-4999)	\$ 894,214	\$ -	\$ -	\$ 894,214
Services, Other Operating Expenses (5000-5999)	\$ 1,452,560	\$ -	\$ -	\$ 1,452,560
Capital Outlay (6000-6599)	\$ 570,297	\$ -	\$ -	\$ 570,297
Other Outgo (7100-7299) (7400-7499)	\$ 1,078,689	\$ -	\$ -	\$ 1,078,689
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
TOTAL EXPENDITURES	\$ 16,159,911	\$ 472,041	\$ -	\$ 16,631,952
OPERATING SURPLUS (DEFICIT)	\$ (104,740)	\$ -	\$ -	\$ (576,781)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (104,740)	\$ *	\$ -	\$ (576,781)
BEGINNING BALANCE	\$ 1,827,944			\$ 1,827,944
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,723,204	\$ -	\$ -	\$ 1,251,163
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	\$ 30,350	\$ -	\$ -	\$ 30,350
Restricted (9730-9749)	\$ -	\$ -	\$ -	\$ -
Committed (9750-9769)	\$ 255,000	\$ -	\$ -	\$ 255,000
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ 1,437,854	\$ -	\$ -	\$ 9,865,813

* If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below: _____

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS**Multiyear Projection - Combined General Fund**

Enter Bargaining Unit: Certificated (CEA-CTA), Classified (CSEA), Superintendent and Unrepresented Groups

	FY17-18	FY 18-19	FY 19-20
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 13,634,934	\$ 14,169,909	\$ 14,566,570
Remaining Revenues (8100-8799)	\$ 2,420,237	\$ 1,703,997	\$ 1,703,997
TOTAL REVENUES	\$ 16,055,171	\$ 15,873,906	\$ 16,270,567
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 6,566,126	\$ 6,614,615	\$ 6,663,512
Classified Salaries (2000-2999)	\$ 2,470,413	\$ 2,511,581	\$ 2,537,907
Employee Benefits (3000-3999)	\$ 3,599,653	\$ 3,844,579	\$ 4,051,915
Books and Supplies (4000-4999)	\$ 892,214	\$ 690,000	\$ 835,000
Services, Other Operating Expenses (5000-5999)	\$ 1,452,560	\$ 1,192,411	\$ 1,212,411
Capital Outlay (6000-6999)	\$ 570,297	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ 1,080,689	\$ 1,090,000	\$ 1,110,000
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 16,631,952	\$ 15,943,186	\$ 16,410,745
OPERATING SURPLUS (DEFICIT)	\$ (576,781)	\$ (69,280)	\$ (140,178)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ (576,781)	\$ (69,280)	\$ (140,178)
BEGINNING BALANCE	\$ 1,827,944	\$ 1,251,163	\$ 1,181,883
CURRENT-YEAR ENDING BALANCE	\$ 1,251,163	\$ 1,181,883	\$ 1,041,705
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	\$ 30,350	\$ 30,350	\$ 30,350
Restricted (9730-9749)	\$ -		\$ -
Committed (9750-9769)	\$ 255,000	\$ 295,000	\$ 195,000
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ 965,813	\$ 856,533	\$ 816,355

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY17-18	FY 18-19	FY 19-20
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 16,631,952	\$ 15,943,186	\$ 16,410,745
b.	State Standard Minimum Reserve Percentage for this District: (enter percentage) :	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$50,000	\$ 498,959	\$ 478,296	\$ 492,322

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	\$ 965,813	\$ 856,533	\$ 816,355
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	\$ -	\$ -	\$ -
c.	Total Available Reserves	\$ 965,813	\$ 856,533	\$ 816,355
d.	Reserve for Economic Uncertainties Percentage	5.81%	5.37%	4.97%

3. Do unrestricted reserves meet the state minimum reserve amount?

FY17-18

Yes

☒

No

FY 18-19

Yes

☒

No

FY 19-20

Yes

☒

No

4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

(The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.)

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of Colusa Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the Certificated (CEA-CTA) Unrepresented and Superintendent Bargaining Units, during the term of the agreement from July 1, 2017 to June 30, 2018.

Dwayne Newman

District Superintendent
(Signature Over Printed Name)

Date

Sheryl Parker/Melissa Ericsson

Chief Business Officer
(Signature Over Printed Name)

Date

L. CERTIFICATION NO. 2

(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)

The information provided in this document summarizes the financial implications of the proposed agreement and submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

Dwayne Newman

District Superintendent
(Signature Over Printed Name)

Date

Sheryl Parker/Melissa Ericsson

Contact Person

530-458-7791 x14119

Phone

Charles Yerxa

President or Clerk of the Governing Board
(Signature Over Printed Name)

Date

Colusa Unified School District
745 10th Street, Colusa, CA 95932
(530) 458-7791

17-18 Proposed Certificated Salary Schedule

Adopted 6/13/17, No Change 0% Increase

Proposed Increase 3.2% January 9, 2018

STEP 186 Days	CLASS I BA +15	CLASS II BA +30	CLASS III BA +45 or MA	CLASS IV BA +60 or MA +15	CLASS V BA +80 or MA +30
STEP 1	49,878	51,337	51,703	52,067	52,432
STEP 2	51,337	51,703	52,067	52,432	54,050
STEP 3	51,703	52,067	52,432	54,050	55,720
STEP 4	52,067	52,432	54,050	55,720	57,442
STEP 5	52,432	54,050	55,720	57,442	59,215
STEP 6	54,050	55,720	57,442	59,215	61,044
STEP 7	55,720	57,442	59,215	61,044	62,932
STEP 8		59,215	61,044	62,932	64,876
STEP 9		61,044	62,932	64,876	66,882
STEP 10			64,876	66,882	68,948
STEP 11			66,882	68,948	71,077
STEP 12				71,077	73,275
STEP 13				73,275	75,540
STEP 16				77,879	80,286
STEP 19				82,772	85,331
STEP 22				87,974	90,941

1. \$2000/year Bilingual Credential
2. \$800 /year Masters Degree
3. \$1000 /year for Doctorate Degree

All Stipends paid cumulatively (Maximum of \$3,800 /year)

SALARY RELATED BENEFITS

Credit for Experience: A maximum of 15 years of teaching experience shall be granted for salary placement of a new employee on a one for one year of allowable service credit.

Health Care: Plan Year is 10-1-17 to 9-30-18

Employee and dependent health insurance, dental, vision plan. Employee can choose from 7 medical plans.

Premiums range from \$116.83/month to \$1,208.54 monthly (11 month pay)

Dental Care: (Employee and Dependents) Full dental coverage through the Delta Dental Plan is provided.

70% coverage first year and 100% after 3 years.

Vision Care: (Employee and Dependents) The insurance covers eye care for employees and dependents.

The plan provides for examinations and for the purchase of glasses, if needed.

Salary Protection: A salary protection insurance plan is provided for employees. The carrier is CTA approved.

Extra Duty Schedule: Colusa provides a comprehensive extra duty schedule. (See Separate Extra Duty Schedule)

Work Days/year: 186

Ag Teacher work year: 186 contract days plus 20% extended contract

Professional Hourly Rate: \$44.69

Colusa Unified School District

17-18 Proposed Extra Duty Salary Schedule

Adopted 6/13/17, No change, 0% Increase

Proposed Increase 3.2% January 9, 2018

Colusa High School	Stipend
ATHLETIC DIRECTOR (2 RELEASE PERIODS) OR	2,192
ATHLETIC DIRECTOR (1 RELEASE PERIODS)	4,869
Athletic Director plus 2 days before school at their daily rate	
FOOTBALL VARSITY HEAD	3,374
FOOTBALL VARSITY ASST.	2,652
FOOTBALL VARSITY ASST.	2,652
FOOTBALL JV HEAD	2,652
FOOTBALL JV ASST.	2,171
FOOTBALL JV ASST.	2,171
SOCCER BOYS	2,895
SOCCER GIRLS	2,895
BASKETBALL BOYS VARSITY HEAD	3,137
BASKETBALL BOYS JV HEAD	2,410
BASKETBALL GIRLS VARSITY HEAD	3,137
BASKETBALL GIRLS HEAD	2,410
TRACK VARSITY HEAD	3,137
TRACK VARSITY ASST.	2,410
BASEBALL VARSITY HEAD	3,137
BASEBALL JV HEAD	2,410
SOFTBALL VARSITY HEAD	3,137
SOFTBALL JV HEAD	2,410
TENNIS BOYS	2,895
TENNIS GIRLS	2,895
CROSS COUNTRY TRACK	2,895
GOLF	2,895
VOLLEYBALL VARSITY HEAD	3,076
VOLLEYBALL JV HEAD	2,410
WRESTLING COACH	2,652
CHEERLEADER ADVISOR FOOTBALL	2,172
CHEERLEADER ADVISOR BASKETBALL*	2,172
YEARBOOK	1,929
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
ACTIVITY DIRECTOR (1 RELEASE PERIOD)	1,971
MUSIC DIRECTOR	2,168
DRAMA DIRECTOR	1,204
FBLA DIRECTOR	2,168
LEAD 12th GRADE ADVISOR	769
ESA Stipend will remain unchanged through 6/30/19*	2,504

Egling Middle School	Stipend
INTRAMURAL GIRLS BASKETBALL 7/8	576
INTRAMURAL BOYS BASKETBALL 7TH	576
INTRAMURAL BOYS BASKETBALL 8TH	576
INTERSCHOLASTIC BOYS BASKETBALL 7TH	1,755
INTERSCHOLASTIC BOYS BASKETBALL 8TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 7TH	1,755
INTERSCHOLASTIC GIRLS BASKETBALL 8TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 7TH	1,755
INTERSCHOLASTIC BOYS FOOTBALL 8TH	1,755
INTERSCHOLASTIC GIRLS SOCCER 7/8TH	1,755
INTERSCHOLASTIC BOYS SOCCER 7/8TH	1,755
INTERSCHOLASTIC VOLLEYBALL 7TH	1,755
INTERSCHOLASTIC VOLLEYBALL 8TH	1,755
ATHLETIC DIRECTOR	1,755
ACTIVITY DIRECTOR	1,755
YEARBOOK ADVISOR	1,314
MUSIC DIRECTOR	1,970
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
GATE COORDINATOR Site Funded	1,276
SHADY CREEK ADVISOR can be divided by multiple staff	1,290
SHADY CREEK TEACHERS each attending teacher	716

Burchfield Primary School	Stipend
CLUSTER LEADER SCHOOL HAS DISCRETION OF USING FUNDING 1 POSITION	1,536
SITE FUNDED COMMITTEE POSITIONS 6 X \$768**	4,608
MUSIC COORDINATOR	876

Districtwide	Stipend
TCIP SUPPORT PROVIDERS	2,000
INTERN MENTOR TEACHER	2,000
Stipend does not increase without separate Board Action	

*As per 16-17 TA signed 5/11/17, ESA Stipend will remain \$2504 through 6/30/19. Discussion for possible increase in 19/20 will take place in 19/20. The ESA Stipend amount will only be changed when negotiated every 3rd year.

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Classified Management Salary Schedule

Adopted 6/13/17, No Change 0% Increase
Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Chief Business Official		
Step	Annual	Hourly
1	\$85,627	\$40.97
2	\$89,912	\$43.02
3	\$94,405	\$45.17
4	\$99,129	\$47.43
5	\$104,082	\$49.80
6	\$109,286	\$52.29
7	\$114,741	\$54.90

Director of Maintenance, Operations & Transportation		
Director of Food Service		
Director of Technology		
Step	Annual	Hourly
1	\$60,338	\$28.87
2	\$63,348	\$30.31
3	\$66,504	\$31.83
4	\$69,827	\$33.42
5	\$73,338	\$35.09
6	\$76,996	\$36.84
7	\$80,841	\$38.68

12 Month employees exempt from Overtime

Annual Salary is based upon 2090 hours per year

Employees on this schedule receive 20 days vacation annually

Health Benefit Cap \$876.98

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Chief Business Official (CBO) Salary Schedule

Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Chief Business Official		
Step	Annual	Hourly
1	\$85,627	\$47.78
2	\$89,912	\$50.17
3	\$94,405	\$52.68
4	\$99,129	\$55.32
5	\$104,082	\$58.08
6	\$109,286	\$60.99
7	\$114,741	\$64.03

224 Work Days
Exempt from Overtime

Health Benefit Cap \$876.98

Colusa Unified School District

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed Confidential/ASES Coordinator Salary Schedule

Adopted 6/13/17, No Change 0% Increase

Proposed Increase 3.2% Effective July 1, 2017 on January 9, 2018

Executive Administrative Assistant		
Payroll/Personnel Technician		
Year	Annual	Hourly
1	\$44,517	\$21.30
2	\$46,753	\$22.37
3	\$49,073	\$23.48
4	\$51,539	\$24.66
5	\$54,110	\$25.89
6	\$56,827	\$27.19
7	\$59,649	\$28.54
11	\$62,637	\$29.97
14	\$65,772	\$31.47
17	\$69,054	\$33.04
20	\$72,523	\$34.70

Work Days 261.25
Annual Based upon 8 hours/day

After School Education Coordinator		
Year	Annual	Hourly
1	\$24,115	\$20.66
2	\$25,318	\$21.69
3	\$26,590	\$22.78
4	\$27,921	\$23.92
5	\$29,310	\$25.11
6	\$30,780	\$26.37
7	\$32,321	\$27.69
11	\$33,932	\$29.07
14	\$35,636	\$30.52
17	\$37,410	\$32.05
20	\$39,278	\$33.65

Work Days 190 + 13 Holidays = 203
Annual Based upon 5.75 hours/day

Health Benefit Cap \$876.98

Employee must work 6+ hours per day to qualify for Health Benefits

COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 SUPERINTENDENT SALARY SCHEDULE

Proposed 3.2% Effective July 1, 2017, For Board consideration January 9, 2018

Annual Salary	\$	156,910	224 Days
Annual Car Allowance	\$	6,000	

Health Benefit Cap \$876.98/month

Master's Degree - \$800 Doctorate Degree - \$1,000

COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street
Colusa, CA 95932
(530) 458-7791

17-18 Proposed ADMINISTRATIVE SALARY SCHEDULE

Presented for adoption August 8, 2017, No Change 0% Increase

Proposed Increase 3.2% January 9, 2018

STEPS	PRIMARY SCHOOL	MIDDLE SCHOOL		HIGH SCHOOL		9-12
	PRINCIPAL	PRINCIPAL	VICE-PRINCIPAL	PRINCIPAL Incl Home School*	VICE-PRINCIPAL	COUNSELOR
1	\$ 93,118	\$ 98,241	\$ 81,143	\$ 107,707	\$ 86,752	\$ 79,314
2	\$ 95,865	\$ 101,139	\$ 83,537	\$ 110,884	\$ 89,311	\$ 81,654
3	\$ 98,693	\$ 104,123	\$ 86,001	\$ 114,155	\$ 91,946	\$ 84,063
4	\$ 101,604	\$ 107,194	\$ 88,538	\$ 117,523	\$ 94,658	\$ 86,542
5	\$ 104,602	\$ 110,357	\$ 91,150	\$ 120,990	\$ 97,451	\$ 89,095
7	\$ 108,713	\$ 114,694	\$ 94,732	\$ 125,745	\$ 101,280	\$ 92,597
10	\$ 114,040	\$ 120,314	\$ 99,374	\$ 131,906	\$ 106,243	\$ 97,134
13	\$ 119,627	\$ 126,209	\$ 104,243	\$ 138,370	\$ 111,449	\$ 101,894
16	\$ 125,489	\$ 132,393	\$ 109,351	\$ 145,150	\$ 116,910	\$ 106,886
19	\$ 131,638	\$ 138,880	\$ 114,709	\$ 152,262	\$ 122,639	\$ 112,124
TOTAL DAYS	210	215	200	220	200	195

Master's Degree = \$800

Doctorate Degree = \$1,000

Health Benefit Cap \$876.98/monthly

*\$2000 Added to High School Principal Step 1 for Home School Principal Responsibilities

Moved K-8 Counselor position to Certificated Salary Schedule 7/1/17

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	James M. Burchfield Primary School
Street	400 Freemont St.
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-5853
Principal	Jesse Rodriguez
E-mail Address	jesse.rodriguez@colusa.k12.ca.us
School Website	colusa.k12.ca.us
CDS Code	06-61598-6003495

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Colusa Unified School District
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
Web Site	www.colusa.k12.ca.us
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

James M. Burchfield is the only primary school in the Colusa Unified School District. It serves children in Pre-Kindergarten through third grades. The students, staff and parents of Burchfield Primary School are committed to creating the best possible learning environment for our children.

Our Mission

In conjunction with our district mission statement of, "Provide a safe, student-centered, high quality education for ALL students," we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students working as a team offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves and others, and develop a sense of integrity.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents are encouraged to participate in all school activities and to communicate with teachers and administrators regularly. Parent conferences are held as needed throughout the year. The first conferences are held in October before the end of the first trimester for every student. Spring conferences are held as needed after the second trimester has ended in late February and in March. Burchfield Primary School has a very active Parent Club that promotes many activities, a School Site Council, and a fully functioning English Learner Advisory Council. Parents participate in several activities that are coordinated by parents that include student involvement. Our school also encourages parental involvement in the classroom as well as throughout our school. We hold an annual Back to School Night and jog-a-thon in the fall, an annual Open House in the spring, winter and spring student music performances, family nights with entertainment and two book fairs, parent curriculum information nights, and student achievement assemblies at the end of each trimester.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Student safety is one of the highest priorities at Burchfield Primary School. We have a closed campus and all visitors are required to report to the office for permission to be on campus and to receive a visitor's badge. All staff on campus are asked to wear school ID badges. Students are expected to remain on campus during school hours. Campus supervision is provided from 7:50-8:13 before school, during school recesses, and at school dismissal from 2:15-2:25. First aid kits are carried by yard duty personnel and taken on all field trips.

The fire and police respond to emergencies within minutes.

Our school safety plan was last updated in November 2016. It includes procedures for emergencies such as fire, earthquake, bomb threat, chemical spills, flood, etc. Earthquake and Safety drills are practiced twice annually, while fire drills are conducted monthly. In addition, the district has adopted the Standard Response Protocol. The premise of SRP is simple - there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

The Emergency Operation Plan for the District was revised in March of 2017.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: August 2017

This section should be kept to 1-2 paragraphs.

Burchfield Primary School takes pride in its well maintained campus, employing 2 full-time custodians to keep up the campus environment during the day, as well as cleaning each classroom nightly. It is important that the facilities of our school reflect our school pride and caring attitude. We have four buildings on campus ranging in age from 51 years old to our latest building constructed in 1976, not to mention 12 portable classrooms as old as 20 years. We strive to maintain clean and beautiful grounds and updated maintenance. In the past five

years, the complete heating/air conditioning system has been replaced at our school.

We have 25 classrooms, a library and a cafeteria. Our library has approximately 6,500 books. Each classroom and the library are equipped with Internet access. We have 1 to 1 Chromebook computers in each third grade and second grade classroom, 14 Chromebooks and 2-3 desktop computers in each first grade class, 6 Chromebooks for each Kindergarten class, and 15 tablets for each TK classroom.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Walls need replastered and repainted. Work order has been placed.
Cleanliness: Overall Cleanliness, Pest/Vermine Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	25	29	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	437
Counselor (Social/Behavioral or Career Development)	0	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	0.4	♦
Social Worker	0	♦
Nurse	0.4	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	1	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: October 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Benchmark Education Company 2-017 ELD: Kdg-3rd Benchmark Advance Designated ELD 2017	Yes	0%
Mathematics	The Math Learning Center - Bridges in Mathematics 2015	Yes	0%
Science	Delta Education - FOSS Science - 2007	Yes	0%
History-Social Science	Scott Foresman - Scott Foresman History-Social Studies, 2007	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	N/A

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,269	\$3,153	\$5,116	\$65,161
District	♦	♦	\$5,534	\$70,412
Percent Difference: School Site and District	♦	♦	-7.6	0.4
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	-9.9	7.3

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

-
- Instructional Assistants: Small reading group instruction for struggling readers.
 - Bilingual Instructional Assistants: Small reading group instruction for struggling readers and ELD development.
 - Library Services: Students are provided a library section each week for a Language Arts lesson, as well as offering open library to provide opportunities to check out books throughout the week.
 - Spanish Literature Section in our school library is provided.
 - School Nurse: A school nurse is provided two days a week for direct student services and record keeping..
 - Reading Specialist: A full time specialist that supervises the intervention program as well as providing direct small group instruction to struggling readers.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The district has increased its effort in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities are organized at three levels. The district level focuses on implementation and monitoring of high quality instruction. Consultants have been hired in math and language arts to assist with pacing guides, assessments and engagement techniques and further training for teaching EL students and implementing the new Common Core Standards. Each school designs staff development activities to meet specific needs of staff at their school and each teacher develops a personal plan for professional growth. Teachers are encouraged to attend conferences and workshops, which address specific needs of the District, school or teacher. For example, some of the workshops various members of our staff attended include Common Core Standards, writing instruction, teaching strategies for ELD students, positive classroom management, high quality instruction, and response to intervention. The Beginning Teacher Support and Assessment Programs are provided for new teachers. The focus of their in-service is on effective teacher strategies and peer coaching. 17-18 school year PD: math Bridges with Pia Hansen, PLC development, ELA Benchmark Advance with Cathie Callanan.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	George T. Egling Middle School
Street	813 Webster Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7631
Principal	Jody Johnston
E-mail Address	jjohnston@colusa.k12.ca.us
School Website	https://egling-colusausd-ca.schoolloop.com/
CDS Code	06-61598-6057152

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Colusa Unified School District
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
Web Site	www.colusa.k12.ca.us
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 571 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade After-School Program, Leadership Classes, Choir, Band, 4th -6th grade PE specialist, Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. Egling Middle School has two computer labs and 6 computer carts with 36 Chromebooks each for classroom use. A variety of sports are offered at 7th and 8th grade students including girls' and boys' basketball, girls' volley ball, girls' and boys' soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered. Parents are encouraged to participate in the Egling Middle School parent club, School Site Council and our English Language Acquisition Committee.

Egling Middle School Staff--Credentialed staff includes 31 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office clerk 1 after school program director, 2.5 EL instructional assistants, 4 instructional assistants, 6 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria and 4 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the option to fail. Students needing help in achieving the Common Core State Standards receive support from the entire school community. The school environment is safe, positive and caring. The environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments on line through our grade reporting systems, Infinite Campus for 7th and 8th graders and Illuminate for our 4th - 6th graders. Parent conferences are held in October-November for our 4th - 6th grade students as well as on an as-needed basis. 7th and 8th grade students and parents at Egling Middle School meet our administration and teachers as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make-up session is offered through our After School Program. A summer school program is also offered.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2017 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday and Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through teacher-taught enrichment classes. during 9th period.

Mission: Colusa Unified School District's mission to provide a safe, student-centered, high quality education for ALL students.

Vision: Colusa Unified School District's mission is to provide, in cooperation with our families, an excellent, well balanced education where all students gain skills necessary for success in an ever changing world.

Guiding Principles -

- * Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.

- *Egling Middle School is a place where the school community empowers students to develop their skills and talents.

- *High expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the option to fail. Students who need help in achieving the standards receive support from the entire community.

*Positive and Caring School Community : The school environment is safe, positive and caring it supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community.

*Quality Curriculum: All students are engaged in a rigorous, standards-based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions.

*Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parent involvement opportunities include field trip chaperones, classroom volunteers, fund-raising, School Site Council, Parent Club, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), Friends of Music, Club Live and many sport related opportunities. Local organizations and businesses support our activities throughout the year.

Egling Middle School has an active Parent Club which meets monthly. Parent Club is actively involved in fund raising and in educational activities. Our Parent Club facilitates opportunities for parents to become involved in our school activities and programs.

Parents are encouraged to use our on-line student information system: Infinite Campus for 7th and 8th graders and Illuminate for 4th - 6th graders, which allows parents to monitor their student's progress. Teachers and administrators contact parents to discuss successes and areas of concern regarding students' academics and behavior. They work together to develop strategies to benefit students.

A weekly bulletin is emailed home to inform parents of upcoming events. A school news letter is sent home monthly.

Parents are contacted and encouraged to attend our monthly 4th - 6th grade achievement assemblies.

Parent education nights are offered throughout the year.

For more information on how to become involved, contact (530) 458-7631.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

School safety is the highest priority at our school. Egling Middle School has a closed campus policy and all visitors are required to report to the office for permission to be on campus and receive a visitor's badge. All staff on campus wear school ID badges. We provide adequate adult supervision for the cafeteria, playground, and other areas immediately before and after school. The principal, vice principal and athletic director regularly assist with student supervision. Our After School Program is offered to all 4th - 8th grade students and runs at capacity. The program includes homework assistance, a healthy snack and extracurricular activities. The program supervises students from the end of the regular school day until 6:00 p.m.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced monthly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency.

In conjunction with our District Attorney's Office all students are provided with internet safety training. The Colusa Probation Department facilitates our 7th and 8th grade Girls' Circle and Boys' Council. The Sheriff's Department provides the Drug Awareness and Resistance Education (DARE) for our 5th Graders and Students Working Against Tobacco (SWAT) for our 4th grade students. Egling Middle School has random visits from Inter-quest Detection Canines.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: August 10, 2017

This section should be kept to 1-2 paragraphs.

Thanks to the Colusa voters and the passing of the school bond. Egling Middle School has a new fire alarm system and fire sensors. We have updated our phone and internet connections. Egling has received two new portable classrooms. New HVAC systems have been added to our portable classrooms and 200 wing. Our band

room has updated storm windows and the floor has been renovated. Lights throughout the buildings have been upgraded to an energy efficient system. Our gym floor and our playgrounds are new as well. It is important that the facilities at our school reflect our pride and caring. We strive to maintain clean and beautiful grounds. Buildings and grounds receive regular maintenance. The district provides Egling 3 full-time day custodians and 1 part time custodian to meet our facility needs.

The Director of Maintenance and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	26	25	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	1	3	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	1	1	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	1
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	1	1
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.	571
Counselor (Social/Behavioral or Career Development)	0.	♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	0.4	♦
Social Worker		♦
Nurse	0.4	♦
Speech/Language/Hearing Specialist	0.8	♦
Resource Specialist (non-teaching)	1	♦
Other		♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: October 2017

This section should be kept to 1-2 paragraphs.

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Colusa Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Egling students by a Task Force comprised of teachers and administrators and approved by the State Board of Education. Egling is currently transitioning to meet the Common Core State Standard expectations.

All students have state adopted texts and state approved intervention programs are being implemented.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	4th-6th gr.: Benchmark Advance, Benchmark Advance Company LLC 2010 7th-8th gr.: SpringBoard English Language Arts and English language Development, CollegeBoard 2017 5th-8th gr. ELD: English 3D Houghton Mifflin Harcourt 2017	Yes	0%
Mathematics	4th-5th gr.: Bridges in Mathematics, The Math Learning Center 2014 6th-8th gr: Connected Mathematics 3, Pearson Education Inc. 2014 8th gr.: Integrated I - Carnegie Learning 2014	Yes	0%
Science	4th-5th gr: Delta Education Science - FOSS Science - 2007 6th gr.: Earth Science, Prentice Hall - 2008 7th gr.: Life Science, Prentice Hall - 2008 8th gr.: Physical Science, Prentice Hall - 2008	Yes	0%
History-Social Science	4th-5th gr.: California Vistas, Macmillan/McGraw Hill - 2007 6th gr.: History Alive! , Curriculum Institute - 2006 7th gr.: Medieval World and Beyond, Curriculum Institute - 2006 8th gr.: U.S. Through Industrialization, Curriculum Institute - 2006	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	N/A

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$7,720	\$2,327	\$5,393	\$67,327
District	♦	♦	\$5,534	\$70,412
Percent Difference: School Site and District	♦	♦	-2.5	3.7
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	-5.0	10.9

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

- Title 1 Reading Specialist and Reading Intervention Classes: Small reading group instruction for struggling readers.
- Services for English Learners: English Language Development classes, English 3D curriculum, training for teachers and paraprofessionals and classroom assistance provided.
- Computer Labs (2) and Class sets of Chrome Books (6): Updated computers provided for computer applications and programs such as Benchmark Advance instructional components, typing, Accelerated Reader and Accelerated Math.

- After School Tutoring in Reading and Math: A tutoring component is part of our After School Safety and Enrichment Program (ASES). 7-8th Students can make up failing grades during (ASES).

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

The district has increased its efforts in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities and training include implementation of Common Core aligned math materials at all grade levels. 6th, 7th and 8th grade math teachers work with a math consultant from the Northern California Math Project throughout the year. 4th and 5th grade teachers receive math professional development with a consultant from the Math Learning Center.

With the adoption of the new 4th - 6th grade reading series Benchmark Advance 4th, 5th and 6th grade teachers are receiving professional development from consultant from the Benchmark Advance Company throughout the year. 7th and 8th grade has adopted Spring Board and their reading and language arts series and has attended training. Our Reading Specialist also works with teachers in language arts to refine teaching practices. Additional training has been provided to select 4th - 8th grade teachers in the English 3D intervention program, Reading Comprehension, Reciprocal Teaching and Peer Assisted Learning Strategies.

7th and 8th grade science teachers have attended Next Generation Science Standards workshops. Our Assistant Principal has attended state Communities of Practice meetings and is teaching science rollout workshops for Egling's teachers and teachers in Colusa County.

Our district has implemented teacher professional learning time every Wednesday afternoon when students are excused 30 minutes early. Teachers use this additional time to collaborate on instructional and curricular needs. We also have three training days before school that provide teachers with additional training in technology, curriculum and effective teaching strategies. Currently the District is preparing a district-wide professional development plan for multiple years.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Colusa High School
Street	901 Colus Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-2156
Principal	Rebecca Changus
E-mail Address	rchangus@colusa.k12.ca.us
School Website	www.colusahigh.org
CDS Code	06-61598-0631259

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Colusa Unified School District
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-7791
Superintendent	Dwayne Newman
Web Site	www.colusa.k12.ca.us
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 394 students in grades 9-12 through our comprehensive secondary programs (college preparatory, School to Career, pre-vocational). Of the 83 students graduating in the Class of 2017, 33 students completed their A-G requirements. 38% are attending a four year college, 55% are attending a California Community College, 2% (2) enlisted in the Armed Forces, 2% (2) entered the workforce, and 1% (1) enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review, in April of 2013.

It is a goal of Colusa High School that students are prepared to partake in post-secondary education and/or training, or to enter the workforce.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the

Environmental Sciences Academy, and Grad Night Parents; to assist by chaperoning dances and field trips; to serve on Senior Project panels; and help with senior interviews. Parent nights are provided for Colusa High School parents including: Back to School, Technology Information Night and our Winterfest Celebration. If you would like to volunteer please contact either Rebecca Changus, Principal, or Lori Tanner, Counselor, at (530) 458-2156.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Colusa High School Safety Plan is reviewed annually by administration with staff and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. Colusa High School completes additional safety drills above the California requirements. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. There are relatively few instances of graffiti and vandalism, with repainting and repairs made as soon as possible.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: August 2017

This section should be kept to 1-2 paragraphs.

The present Colusa High School campus is approximately 52 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 22 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with animal barn.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. Campus wide there are 2 functioning computer labs as well as 6 COWs as mobile computer labs for students and teachers. All of our staff computers are networked and have Internet access as well. Wi-Fi was installed campus-wide in 2015.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district

groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings. Colusa High School was a recipient of California Technical Education Incentive Grant resulting in a new pavilion to be completed in the 2017-2018 school year. Additionally, the grant will modernize a science classroom in the 2017-2018 school year. CHS was also the beneficiary of the passing of a school bond in 2014 that has significantly helped with our alarm system, intercom system, new high efficiency LED lights, numerous new AC/Heat units, window tinting for safety, new flooring and restrooms in the cafeteria/foyer, repaired roofs and air conditioning now in the gymnasium.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	21	21	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	1	2	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	1	3	3	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.8	400
Counselor (Social/Behavioral or Career Development)	0.2	♦
Library Media Teacher (Librarian)	0.2	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0.2	♦
Social Worker	0	♦
Nurse	0.2	♦
Speech/Language/Hearing Specialist	0	♦
Resource Specialist (non-teaching)	0.25	♦
Other	0	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: August 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Literature & Composition (Honors) Bedford St. Martin's 2011</p> <p>Handbook of Critical Approaches to Literature Oxford University Press 1999</p> <p>College Board Course for English 4 The College Board 2001</p> <p>Various Novels</p> <p>Supplemental: Gale Databases Cengage Learning 2017</p> <p>Proquest Databases Proquest 2017</p> <p>Language of Literature 9 McDougal Littell 2000</p> <p>Language of Literature 10 McDougal Littell 2000</p> <p>Language of Literature 11 McDougal Littell 1997</p> <p>British and World Literature Southwestern Educational Pub. 1997</p>	Yes	0%
Mathematics	<p>Integrated Math 1 Holt McDougal 2016</p> <p>Carnegie Learning: Integrated Math II Carnegie Learning 2012</p> <p>Integrated Math III Holt McDougal 2016</p> <p>Pre-calculus Brooks/Cole (Cengage) 2012</p> <p>Calculus Houghton Mifflin 2006</p> <p>Supplemental: Integrated Math II Holt McDougal 2016</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Agriscience Interstate Publishers, Inc. 2003</p> <p>Biology William C. Brown 1996</p> <p>Introduction to Biology Teaching Point 2008</p> <p>Modern Biology Holt, Rinehart & Winston 2002</p> <p>Biology: An Ecological Approach Kendall/Hunt 2007</p> <p>Chemistry Prentice Hall 2008</p> <p>Modern Chemistry (Ag Chem) Holt McDougall 2015</p> <p>Physics Holt McDougall 2012</p> <p>Sustaining the Earth Brooks/Cole 2007</p> <p>Essentials of Human Anatomy & Physiology Benjamin Cummings 2012</p> <p>Modern Chemistry Holt McDougall 2015</p> <p>Supplemental: Gale Databases Cengage Learning 2017</p> <p>Proquest Databases Proquest 2017</p> <p>Climate Change National Geographic 2014</p> <p>Green National Geographic 2014</p> <p>Water: Challenges & Policy National Geographic 2014</p> <p>Science Laboratory Equipment (Gr. 9-12) Essential laboratory equipment is provided through site and categorical funding.</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History Alive! World History Teacher's Curriculum Institute 2013 History Alive! Pursuing American Ideals Teacher's Curriculum Institute 2013 Civics in America McDougal Littell 2003 The American Pageant (Honors) McDougal Littell 2006 Government by the People (AP) Pearson 2014 Econ Alive!: The Power to Choose Teacher's Curriculum Institute 2015 Supplemental: Gale Databases Cengage Learning 2017 Proquest Databases Proquest 2017	Yes	0%
Foreign Language	Realidades I Pearson-Prentice Hall 2008 Realidades II Pearson-Prentice Hall 2008 Entre Mundos Pearson-Prentice Hall 2004 Temas(AP) Vista Higher Learning 2014	Yes	0%
Health		Yes	0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$8,147	\$2,176	\$5,971	73140
District	♦	♦	\$5,534	\$70,412
Percent Difference: School Site and District	♦	♦	7.9	12.7
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	5.2	20.5

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds. CTEIG is providing funding for a variety of projects including our current pavilion project.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers are required to complete three days of pre-service professional activity days. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan. Our current College Readiness Grant is offering an additional funding source for a variety of items including professional development.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

A Career Pathway is offered in Agriculture and Natural Resources. Agriculture students may take courses in Beginning and Advanced Farm Mechanics, Integrated Ag Biology, Ag Chemistry, Ag Science I & II, and a capstone course in Farm Business Management. We are in the process of developing additional Career Pathways.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	177
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	100
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	100

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Colusa Alternative High School
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-2156
Principal	Rebecca Changus
E-mail Address	rchangus@colusa.k12.ca.us
School Website	
CDS Code	06-61598-0630012

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Colusa Unified School District
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-7791
Superintendent	Dwayne Newman
Web Site	www.colusa.k12.ca.us
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Colusa Alternative High School (CAHS) is a Colusa Unified School District school of choice. CAHS primarily serves students ranging from 15-18 years old. At the time of enrollment, most students transfer due to credit deficiency. CAHS instructors utilize a variety of instructional strategies for delivering a core curriculum. Students are held accountable for meeting standards and consistent expectations academically, vocationally and socially. They are encouraged to pursue areas of interest, develop their talents, and acquire employment skills. Students may either work toward a diploma through CAHS or transfer to the comprehensive high school at semester if they have sufficient credits, fulfilled the required research project, and have taken or made up courses required for graduation. A dedicated and caring staff is committed to fulfilling the school's mission: Colusa Alternative High School will provide an environment that enables all learners to reach their individual potentials, including the literacy, knowledge, and skills necessary to compete in a global economy, and to exercise the rights and responsibilities of citizenship.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents have the opportunity to meet with the school counselor every two weeks to get updates on their student's progress. There are transitional meetings as well as pre-CAHS meetings that occur that parents can attend as well. Parents are normally a part of FAFSA nights and can volunteer at graduation and to be a senior project judge. Parents are invited to our Back to School Night, Technology Training and Winterfest events held every year. Those interested in getting involved should contact staff or faculty members, Administrative Assistant Lorie Meyers, or Principal Rebecca Changus at 458-2156.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Colusa Alternative High School Safety Plan is reviewed annually by administration with staff, and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. Colusa Alternative High School completes additional safety drills above the minimum required by the state of California. All visitors are required to check in at the school office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: August 2017

This section should be kept to 1-2 paragraphs.

The CAHS facilities include two classroom on the high school site. The facilities are in good repair; the custodial and teaching staffs keep the facilities clean, orderly, and inviting so that students feel very much at home. In addition to taking their classes at the CAHS site, students may eat in the school cafeteria during break if they choose. Classroom modernization took place in the summer of 2017 in which carpet was installed in both rooms.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential		3	2	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)		1		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).		1	1	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.		0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.		0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.4	15
Counselor (Social/Behavioral or Career Development)	0.2	♦
Library Media Teacher (Librarian)	0.2	♦
Library Media Services Staff (paraprofessional)		♦
Psychologist	0.2	♦
Social Worker		♦
Nurse	0.1	♦
Speech/Language/Hearing Specialist		♦
Resource Specialist (non-teaching)		♦
Other	0.2	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 2017 November

This section should be kept to 1-2 paragraphs.

All curriculum materials utilized by students and staff are similar to those used at the comprehensive high school, Colusa High School.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature 9, McDougal Littell - 2000</p> <p>Language of Literature 10, McDougal Littell - 2000</p> <p>Language of Literature 11, McDougal Littell - 1997</p> <p>British and World Literature, Southwestern Educational Pub. - 1997</p> <p>College Board Course for English 4, The College Board, 2001</p> <p>Supplemental:</p> <p>Pacesetter English 1 & 4, The College Board, 2003</p> <p>Gale Databases, Cengage Learning, 2009</p> <p>CQ Researcher, CQ Press, 2009</p> <p>Various Novel Units in English and Spanish</p> <p>ELD Grades 9 - 12:</p> <p>At Home in Two Lands, Heinle & Heinle, 1991</p> <p>The American Heritage Spanish Dictionary, Berkley, 2000</p> <p>The New Grammar in Action -- Book 1 & 2, Heinle & Heinle, 1997, 1998</p>	Yes	0%
Mathematics	<p>Algebra I: Concepts and Skills, McDougal Littell- 2001</p> <p>Geometry, Prentice Hall - 2004</p> <p>Algebra 2, Prentice Hall - 2004</p> <p>Precalculus, Houghton Mifflin - 2004</p> <p>Calculus, Houghton Mifflin - 2006</p> <p>Mathematical Models with Applications, Freeman - 2002</p> <p>Algebra I: Integrated Math 1, Carnegie Learning, 2012</p> <p>Integrated Math 1, Holt McDougall, 2016</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Agriscience, Interstate Publishers, Inc. - 2003 Biology, William C. Brown - 1996 Introduction to Biology, Teaching Point - 2008 Modern Biology, Holt, Rinehart & Winston - 2002 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Conceptual Physics, Addison Wesley, 2007 Sustaining the Earth, Brooks/Cole - 2007 Supplemental: Gale Databases, Cengage Learning - 2009 CQ Researcher, CQ Press - 2009	Yes	0%
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 Civics in Amerca, McDougal Littell - 2003 The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006 Economics (AP), McDougal Littell - 2005 Economics, New Ways of Thinking, EMC Publishing - 2007 Supplemental: Gale Databases, Cengage Learning,- 2009 CQ Researcher, CQ Press - 2009	Yes	0%
Foreign Language	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002	Yes	0%
Health	Study Skills, Grand Lighthouse - 2011	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$9,852	\$73	\$9,780	\$66,920
District	♦	♦	\$6,055	\$70,412
Percent Difference: School Site and District	♦	♦	61.5	3.1
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	72.3	10.2

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds. Increased funding to curriculum was indicated as a need in teachers' zero based budget resulting in increased funding for curriculum.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

There were three days allocated for professional development activities, two prior to the start of school and one in the month of October. Additionally, time is banked and 2:30 pm to 3:30 pm, each Wednesday, is set aside for collaboration between staff. Every two weeks, the counselor and the administration meet with each student to monitor progress, attendance and discipline. Each student signs a contract and each meeting sets goals and checks progress toward those set goals. Professional development is offered to teachers if requests tie to their current schedule, and a variety of funding sources are available to assist teachers in this regard. Teachers are supported by the counseling office biweekly in order to be as accurate as possible regarding credits and assignments necessary for each individualized learning plan. The staff also meets and communicates biweekly as a minimum goal to support our program and students.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

The Colusa Alternative High School does not offer any approved CTE courses, at this time. We are developing plans so that students at the CAHS may be able to access CTE courses at Colusa High School in the future.

Students do have increased exposure to work experience offerings while attending CAHS.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	0
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	0

2017 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Colusa Alternative Home School
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-7791
Principal	Rebecca Changus
E-mail Address	rchangus@colusa.k12.ca.us
School Website	
CDS Code	06-61598-0630046

District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Colusa Unified School District
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	530-458-7791
Superintendent	Dwayne Newman
Web Site	www.colusa.k12.ca.us
E-mail Address	dnewman@colusa.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Colusa Alternative Home School is a K-12 Independent Study program that focuses on delivering high quality educational experiences in a Home School environment. Students and parents, with the support of district staff and curriculum, are offered a variety of approved classes to meet the needs of the learner. Parents and students have the option of completing their studies at home and utilizing the Home School resource center that was established during the 2004-05 school year. District teaching staff meets with each student and parent a minimum of one hour per week to review work completed and provide materials for future assignments.

The mission of Colusa Alternative Home School is to support families in the educational programs for their K-12 grade level students by providing state adopted curriculum and resources to meet current instructional standards and graduation requirements. Students and families requesting an educational opportunity at Colusa Alternative Home School meet with administration as well as a Colusa Alternative Home School representative to hear the needs of the student and family.

Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

Parents are key partners in the delivery of a Home School education. They are actively involved in their child's education through daily assignments, educational field trips and district sponsored activities. The nature of this program thrives on parent support and involvement. Parents are also invited to visit the Home School resource center to utilize additional resources and provide support to other parents. Parents are invited to participate in parent nights held at the other sites in Colusa Unified School District to encourage staying connected.

School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The nature of the Home School does not create the same need for a safety plan as the students and parents do the majority of their activities in their homes. When students are involved in regular school programs and activities, they are under the plans of the school they are attending at the time. All schools in the Colusa Unified School District have adopted safety plans which are reviewed on an annual basis. Students concurrently enrolled in Colusa Alternative Home School and Colusa High School or Egling Middle School participate in the safety drills completed according to the district schedule.

School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

Year and month of the most recent FIT report: N/A

This section should be kept to 1-2 paragraphs.

The nature of Home School programs does not deal with school facilities due to the fact that most of their activities are done at home. When Home School students are involved in regular school activities, the facilities are under the responsibility of that school site and are reported in that school's accountability report. The exception to this is the new Home School Resource Center that was developed during the 2004-05 school year, which is maintained for safety, cleanliness and in good repair.

School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	3	3	3	
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.2	As Needed
Counselor (Social/Behavioral or Career Development)	As Needed	♦
Library Media Teacher (Librarian)	0	♦
Library Media Services Staff (paraprofessional)	0	♦
Psychologist	0	♦
Social Worker	As Needed	♦
Nurse	As Needed	♦
Speech/Language/Hearing Specialist	As Needed	♦
Resource Specialist (non-teaching)	As Needed	♦
Other	0.5 Administrative Assistant	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: October 2017

This section should be kept to 1-2 paragraphs.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	* Note: The Home School program enjoys a combination of instructional materials which includes an adequate supply of all state-adopted textbooks that are purchased and adopted through appropriate grade level activities at regular education sites in the Colusa Unified School District.	Yes	0%
Mathematics	Same as above.	Yes	0%
Science	Same as above.	Yes	0%
History-Social Science	Same as above.	Yes	0%
Foreign Language	Rosetta Stone LTD, Spanish - 2008	Yes	0%
Health	Same as note above.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Home School students have the opportunity to participate in classes offered at age-appropriate sites in the district, as well as a limited number of private lessons offered through Art & Music Grant funds.	Yes	0%
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	5891	1393	4498	78792
District	♦	♦	5534	\$70,412
Percent Difference: School Site and District	♦	♦	-18.7	21.4
State	♦	♦	\$6,574	\$62,381
Percent Difference: School Site and State	♦	♦	-20.8	29.8

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Colusa Alternative Home School spends its funds as follows: Teacher and Administrative Pay include the salaries and benefits for teachers, superintendents, principals, and other directors or supervisors. Direct Instruction includes instructional aides, textbooks, field trips, music and art consultants and other instructional materials. Instructional Support includes all clerical and support staff. Pupil Services includes physical and mental health professionals and attendance clerks. Maintenance and Operations covers the costs of repair, replacement, and upkeep of the buildings and grounds. Transportation includes the cost of bus drivers and other transportation costs. Increased funding has been allotted to curriculum.

Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
-

Staff development during the 2017-18 school year was provided during 3 district pre-service days, 3 state-funded buyback days, Wednesday collaboration activities, and through various opportunities incorporated into the district's K-12 Staff Development Plans. In addition, Home School staff pursued a variety of workshops and graduate courses specific to their subject areas taught and professional goals. Multiple individuals from the Colusa Alternative Home School staff will be attending the independent study conference in the spring of 2018.

The primary focus during 17/18 was instructional improvements regarding curriculum. Teachers are working on strategies to implement best practice instruction in the classroom, increase engagement, and scaffold learning for higher achievement. Teacher support is provided through a system of peer and principal feedback.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Student on our concurrent enrollment program have the opportunity to take CTE classes at Colusa High School.

Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	5
% of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	100
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	100

CUSD Board Self-Evaluation

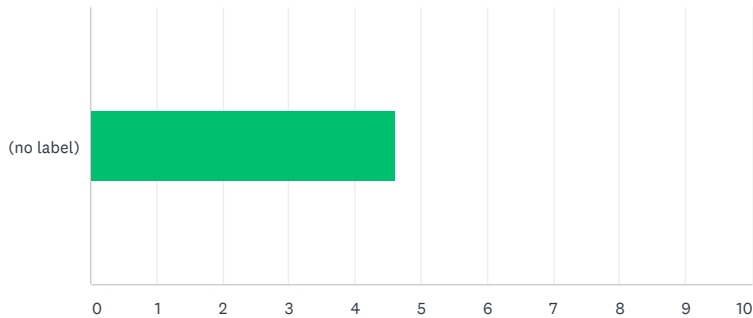
Testing this for Melissa Ortiz.

QUESTION SUMMARIES DATA TRENDS

Q1

The expectations of my role are clear to me.

Answered: 5 Skipped: 0

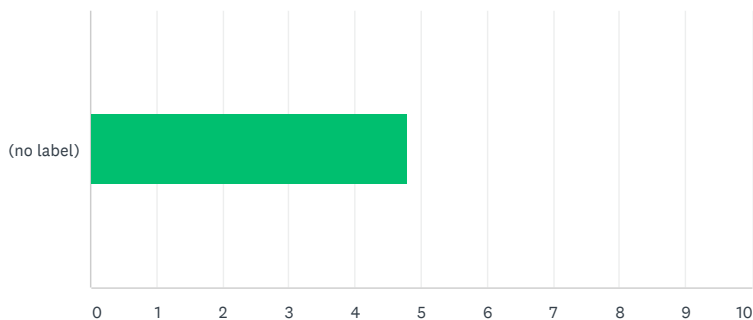


	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60

Q2

I am committed to the mission, vision, and values of CUSD.

Answered: 5 Skipped: 0



	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4	5	4.80

SIGN UP



Share Link

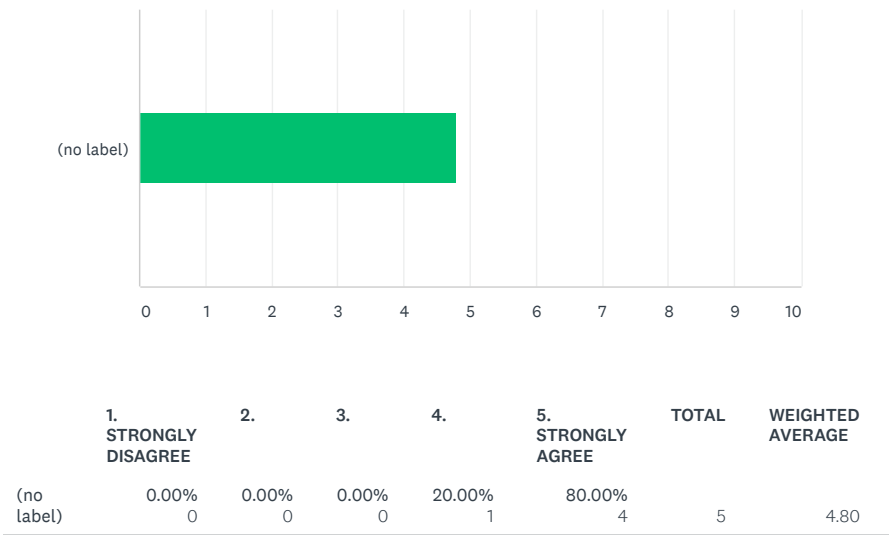
Tweet



5 responses

to guide my contributions and decisions as a Board Member.

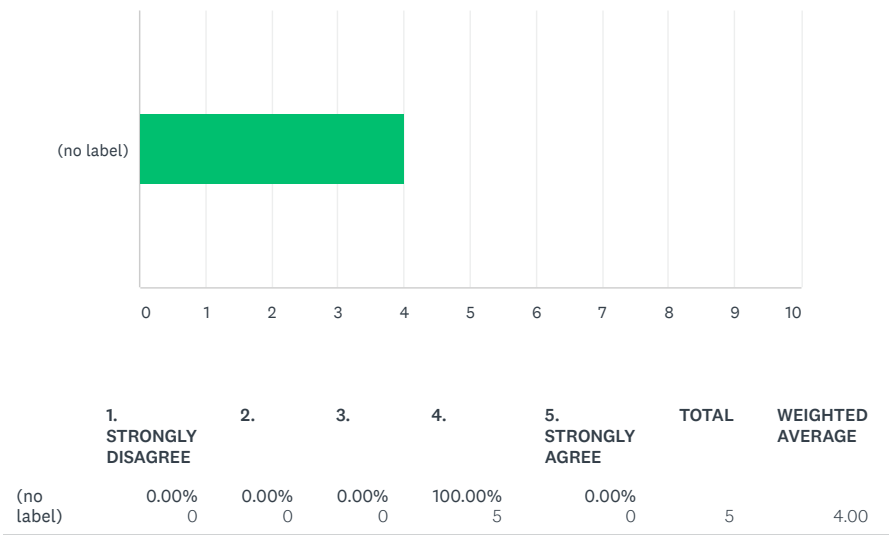
Answered: 5 Skipped: 0



Q4

I have the resources I need to complete my CUSD-related roles and responsibilities.

Answered: 5 Skipped: 0



<https://www.surveymonkey.com/re:> [COPY](#) [Share](#) [Share](#)

Q5

I actively participate in our Board Meetings.

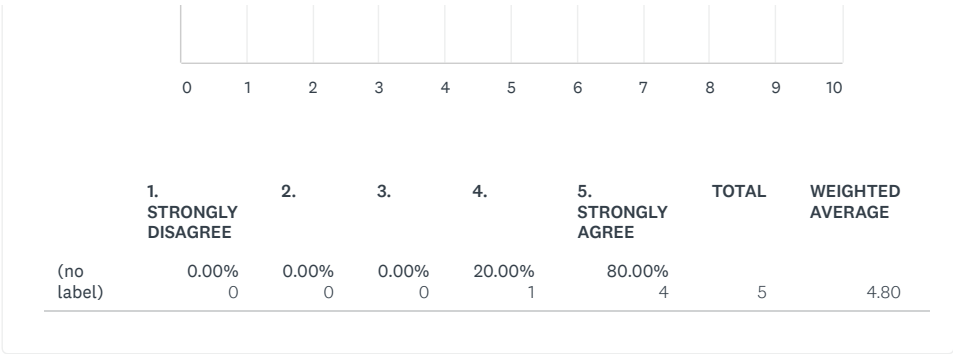
Answered: 5 Skipped: 0



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Tweet [G+ Share](#)

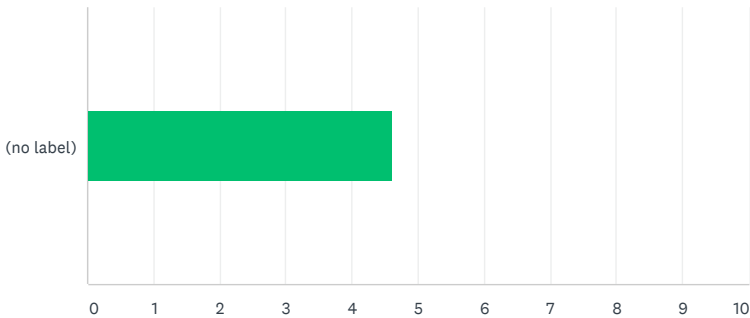
5 responses



Q6

As a Board, we encourage each other to share new ideas.

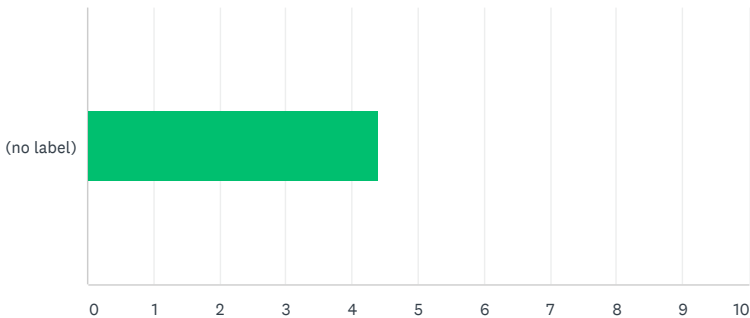
Answered: 5 Skipped: 0



Q7

As a team, we are always well-prepared for meetings.

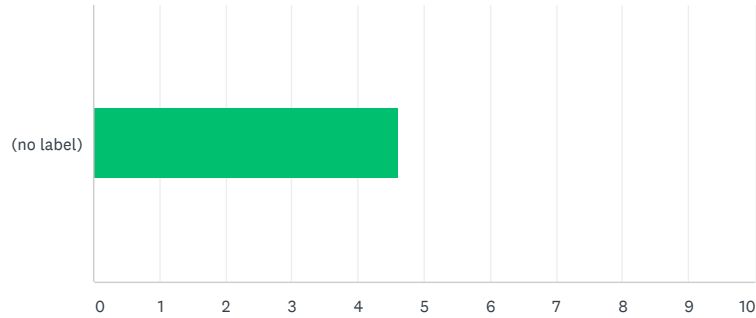
Answered: 5 Skipped: 0



Q8

We always treat each other with the utmost respect.

Answered: 5 Skipped: 0

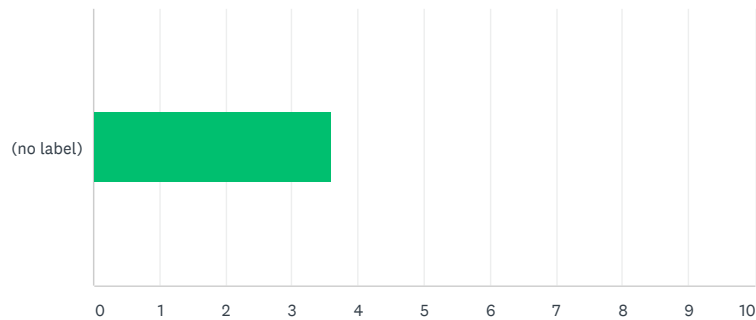


	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60

Q9

We continually monitor objective metrics of student performance and their emotional connection to CUSD.

Answered: 5 Skipped: 0



	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	40.00% 2	60.00% 3	0.00% 0	5	3.60

Q10

We involve families and our community to ensure alignment and success for our students.

Answered: 5 Skipped: 0

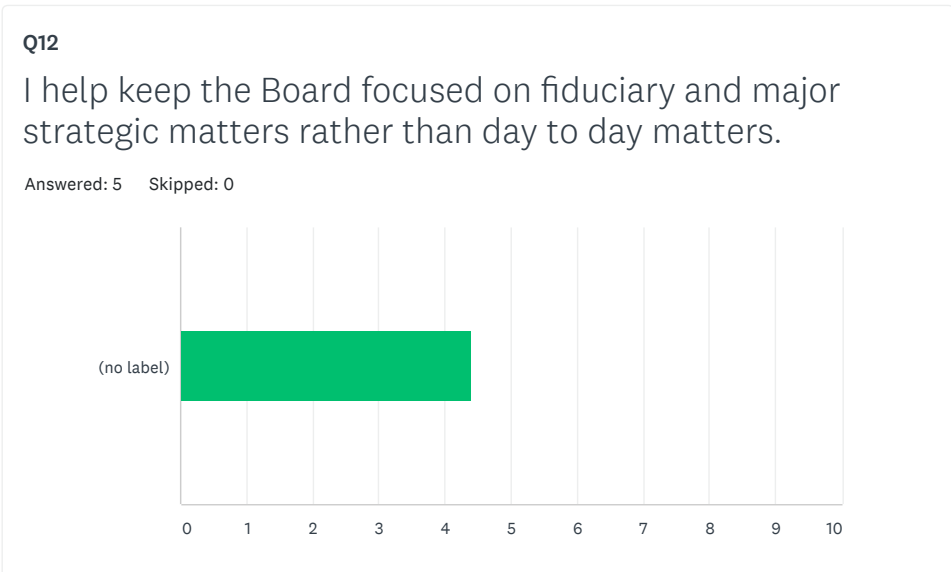
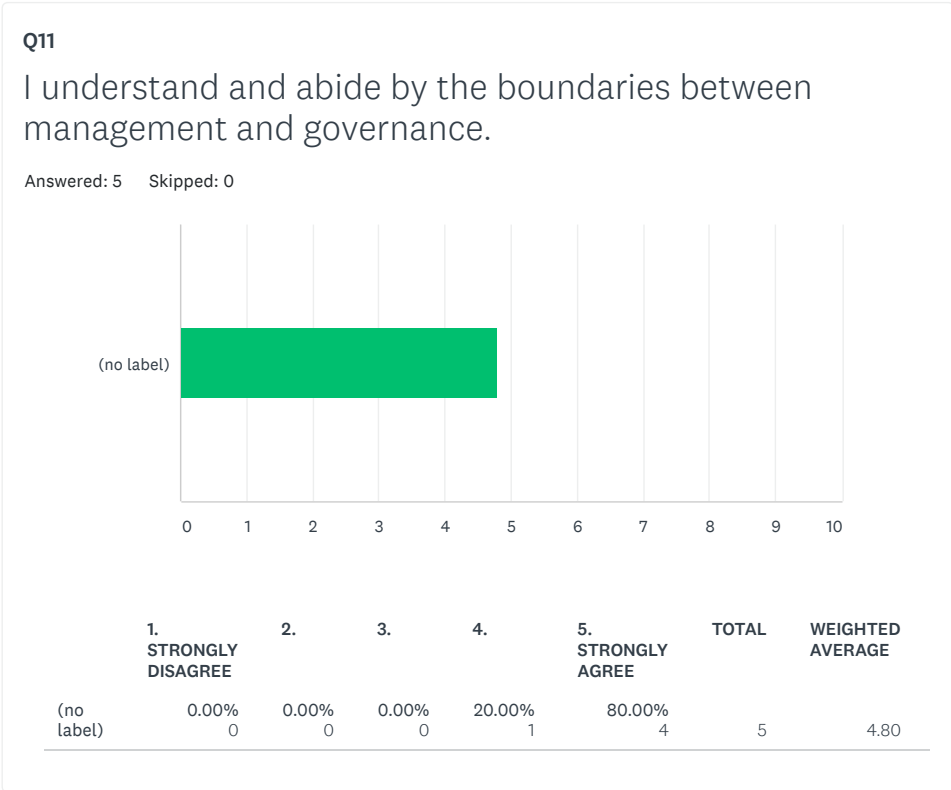
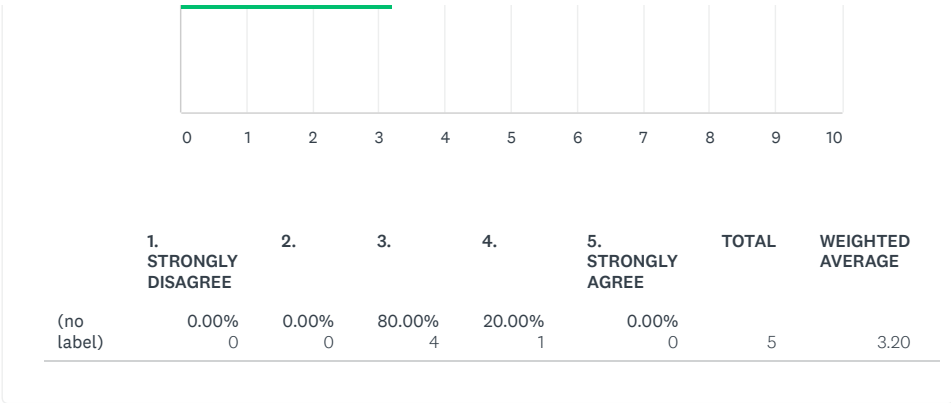


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5 responses

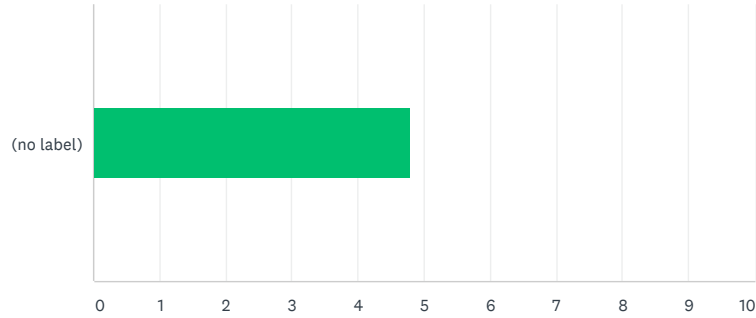


label)	0	0	0	3	2	5	4.40
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Q13

Regardless of differing viewpoints, we always act as a unified front once decisions have been made.

Answered: 5 Skipped: 0

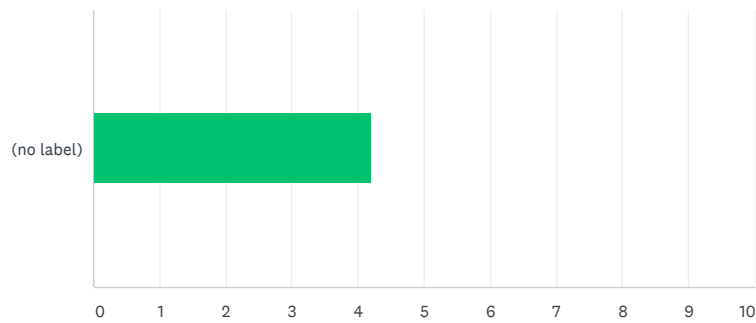


	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	20.00% 1	80.00% 4	5	4.80

Q14

Our annual budget is fiscally responsible and aligned with the district's goals.

Answered: 5 Skipped: 0



	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	80.00% 4	20.00% 1	5	4.20

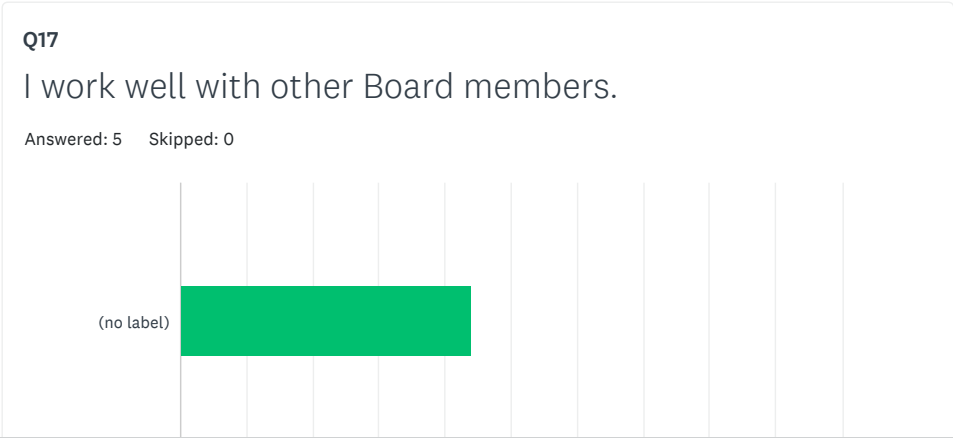
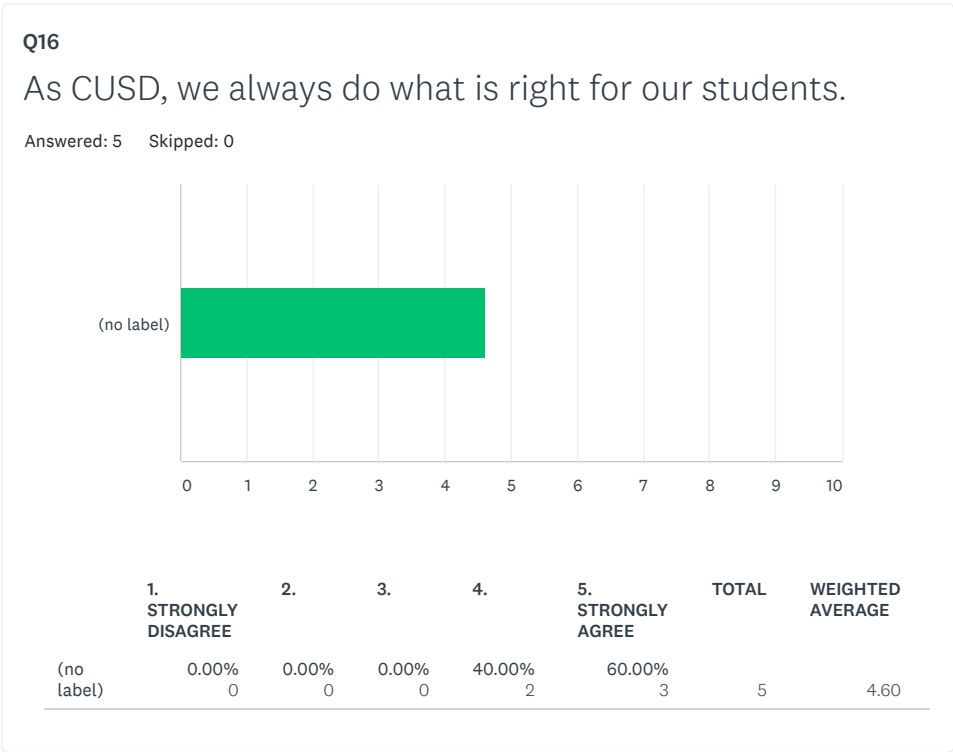
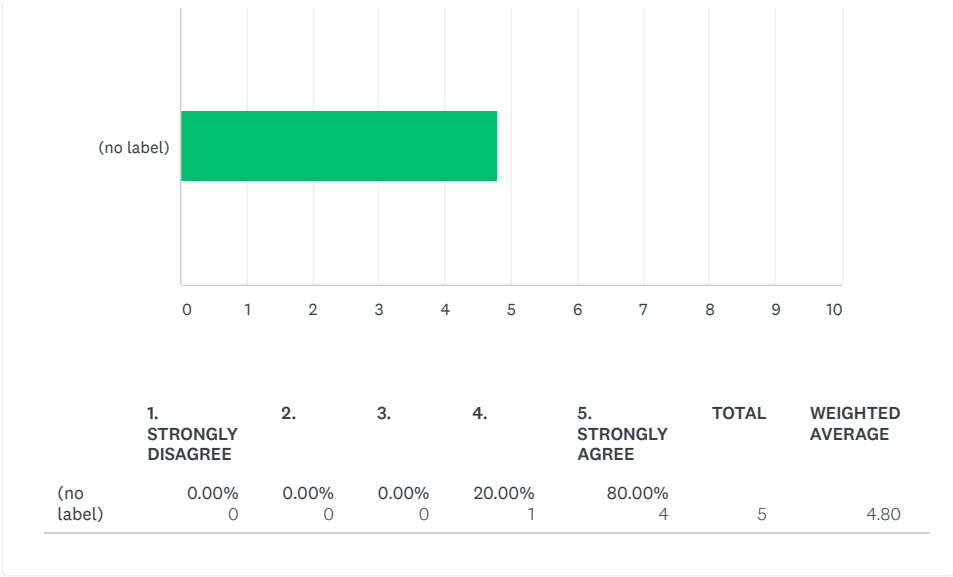
Q15

Share Link

Tweet

Share

5 responses

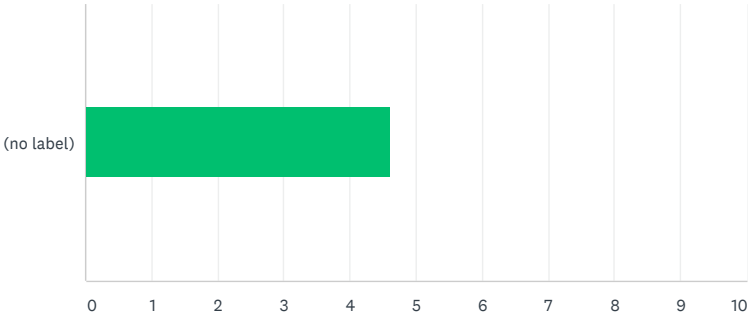


	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	20.00% 1	20.00% 1	60.00% 3	5	4.40

Q18

I enjoy being a CUSD Board member.

Answered: 5 Skipped: 0

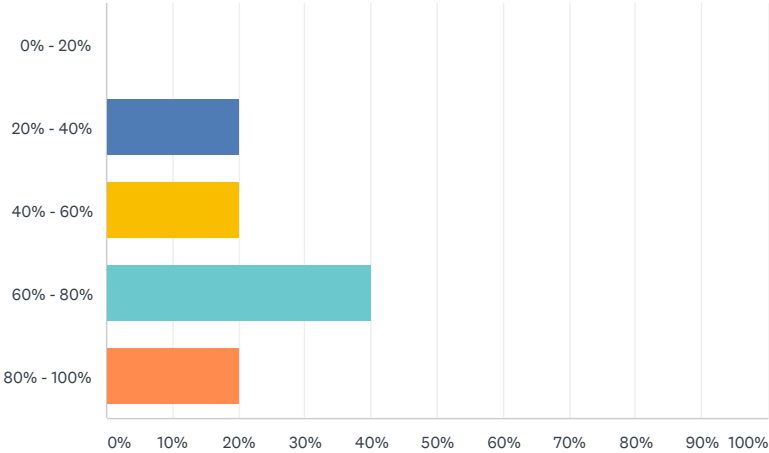


	1. STRONGLY DISAGREE	2.	3.	4.	5. STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00% 0	0.00% 0	0.00% 0	40.00% 2	60.00% 3	5	4.60

Q19

What percent of our time in Board meetings is focused on Student Achievement?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
0% - 20%	0.00%	0
20% - 40%	20.00%	1
40% - 60%	40.00%	2
60% - 80%	20.00%	1
80% - 100%	0.00%	0

TOTAL

5

Q20

What is one thing we could do better as a Board?

Answered: 5 Skipped: 0

Spend more of our time focused on Student Achievement.

12/11/2017 8:59 AM

Follow up on issues they are brought up as areas to be looked at and expect answers within a timely manner.

12/8/2017 1:06 PM

More training meeting

11/28/2017 1:54 PM

Continually look for ways to engage our community - rather than just the parents with kids at CUSD

11/27/2017 3:20 PM

I'd like us to attend more trainings to better help us make proactive, positive changes regarding student achievement, teacher training, and ALL participants being on exactly the same page.

11/15/2017 4:29 PM

Q21

Is there anything you'd like to add?

Answered: 4 Skipped: 1

I think we should spend more of our time on items that improve Student Achievement.

12/11/2017 8:59 AM

I think we have a great board that works very well together!

11/28/2017 1:54 PM

I feel very good about where we're headed as a board and as a district. Our intentions seem to be aligned and I am thankful for the opportunity to be a part of this team!

11/27/2017 3:20 PM

I definitely think we are headed in the right direction.

11/15/2017 4:29 PM

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