

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

June 12, 2018

5:15 p.m.

***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. 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.

D. 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 agendaized 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.

E. 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 (Covered under the Local Control Accountability Plan & Budget)

- F. Public Hearing
 - 1. 2018-19 Local Control Accountability Plan
 - 2. 2018-19 Budget

- G. Information/Discussion/Possible Action Items:
 - 1. Discussion Regarding Tennis Court Resurfacing
 - 2. Discussion Regarding Softball Field Use
 - 3. Approval of BB9320 – Meeting & Notices
 - 4. Approval of 2018-19 Board Meeting Dates and Times
 - 5. Discussion Regarding Board Self Evaluation & Governance Handbook
 - 6. Approval of Variable Term Waiver for Reading Specialist for the 2018-19 School Year
 - 7. Approval of Burchfield Primary School 2018-19 Single School Plan
 - 8. Approval of Egling Middle School 2018-19 Single School Plan
 - 9. Approval of Colusa High School 2018-19 Single School Plan
 - 10. Approval of Colusa Alternative Home School 2018-19 Single School Plan
 - 11. Approval of Colusa Alternative High School 2018-19 Single School Plan
 - 12. Approval of Warrants: Batch #40-44
 - 13. Approval of Declaration of Need for Fully Qualified Educators
 - 14. Approval of Board Policies & Administrative Regulations:
 - a. First Reading of BP 1312.3 & AR 1312.3 Uniform Complaint Procedures
 - b. First Reading of AR 3230 – Federal Grant Funds
 - c. First Reading of AR 3514.2 – Integrated Pest Management
 - d. First Reading of BP 3551 & AR 3551 – Food Service Operations/Cafeteria Fund
 - e. First Reading of BP 3553 & AR 3553 – Free & Reduced Price Meals
 - f. First Reading of BP 4111, 4211, 4311 – Recruitment & Selection
 - g. First Reading of BP 4119.11, 4219.11, 4319.11 & AR 4119.11, 4219.11, 4319.11 – Sexual Harassment
 - h. First Reading of AR 4161.1 & 4361.1 – Personal Illness/Injury Leave (Certificated)
(*Board to Reaffirm Offering Differential Pay to Staff Requesting Parental Leave)
 - i. First Reading of AR 4161.8, 4261.8, 4361.8 – Family Care & Medical Leave
 - j. First Reading of AR 4261.1 – Personal Illness/Injury Leave (Classified)
(*Board to Reaffirm Offering Differential Pay to Staff Requesting Parental Leave)
 - k. First Reading of BP 5022 & AR 5022 – Student & Family Privacy Rights
 - l. First Reading of BP 5145.6 & E 5145.6 – Parental Notifications
 - m. First Reading of BP 6162.5 – Student Assessment
 - n. First Reading of BP 6171 & AR 6171 – Title I Programs
 - o. First Reading of BP 0410 – Nondiscrimination in District Programs & Activities
 - p. First Reading of E 0420.41 – Charter School Oversight
 - q. First Reading of BP 3514 & AR 3514 – Environmental Safety
 - r. First Reading of BP 3514.1 – Hazardous Substances
 - s. First Reading of BP 3516 & AR 3516 – Emergencies & Disaster Preparedness Plan
 - t. First Reading of AR 3541 – Transportation Routes & Services
 - u. First Reading of BP 4158, 4258, 4358 & AR 4158, 4258, 4358 – Employee Security
 - v. First Reading of BP 4161.9, 4261.9, 4361.9 & AR 4161.9, 4261.9, 4361.9 – Catastrophic Leave Program
(*Board to Consider Adding Limit to Sick Leave Bank Pending Negotiations)
 - w. First Reading of BP 5111 & AR 5111 – Admission
 - x. First Reading of BP 5111.1 & AR 5111.1 – District Residency
 - y. First Reading of BP 5125 & AR 5125 – Student Records
 - z. First Reading of AR 5125.1 & E 5125.1 – Release of Directory Information

- aa. First Reading of BP 5131.2 – Bullying
 - bb. First Reading of BP 5145.3 & AR 5145.3 – Nondiscrimination/Harassment
 - cc. First Reading of BP 5145.9 – Hate Motivated Behavior
- (*New Policy - Board to Determine Possible Addition of Policy)**

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

- 1. May 8, 2018 Board Meeting Minutes
- 2. May 22, 2018 Board Meeting Minutes
- 3. May Payroll
- 4. Personnel Assignment Order
- 5. 2018-19 Consolidated Application
- 6. Reduced Workload Request for Certificated Staff Member
- 7. 2016-17 Performance Indicator Review Improvement Plan
- 8. Ag Incentive Grant
- 9. 2018-19 Tri-County Induction Program Memorandum of Understanding between Sutter County Superintendent of Schools Office & Colusa Unified School District
- 10. Innovative Approaches to Literacy - Memorandum of Agreement between Colusa County Office of Education, Colusa Unified, Williams Unified, & Maxwell Unified
- 11. Williams Uniform Complaint Procedure
- 12. Audio Enhancement Final Quote – Colusa High School & Egling Middle School
- 13. Top Tier Datacom Final Proposal - Colusa High School
- 14. Colusa Flooring – Burchfield Primary
- 15. Wike Restoration – Colusa High School
- 16. Goelz Bros Roofing Change Order for Credit – Colusa High School

I. Adjournment of the Meeting

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Colusa Unified School District	Dwayne Newman, Superintendent	dnewman@colusa.k12.cau.us (530) 458-7791

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Colusa Unified School District serves approximately 1,460 students in grades Transitional Kindergarten (TK) thru Twelve. Burchfield Primary School houses grades TK – 3, and Egling Middle School grades 4-8. Colusa High School, serves grades 9 – 12 and also houses Colusa Alternative High School on the same campus. Colusa Alternative Home School, a K – 12 independent study based program, is located within the District Office building which is adjacent to Egling Middle School. The Home School serves a varying number of students with enrollment capped at 90, while the Alternative High School population fluctuates between 16 and 30 students. Class sizes are well below the state average and typical student/Teacher ratios hover around 22/1. Attendance throughout the district is very good with students present nearly 96% of the school days. District – wide graduation rate was 92% in 2017.

Students receive a well – rounded education at Colusa Unified. Elementary teachers embed science and social studies with their language arts and math instruction. Art happens in the elementary classrooms along with computer / technology instruction. Students benefit from a comprehensive TK – 12 Physical Education, Health and Wellness curriculum. Instruction is based on the California Common Core State Standards. The district has recently approved adoption of aligned materials in both Math and English Language Arts.

At the secondary level, exposure to multiple career pathways allows students to explore interests and pursue passions. Music is offered at the elementary level and in high school, students have band and other offerings based on interest. Career Technical Education classes offer practical experience in Agriculture – related vocations. Over half of the high school students participate in Future Farmers of America. The academic offerings prepare students for Higher Education with nearly 35% of students meeting the entrance requirements for the University of California or California State University systems. There is a strong Student Leadership program, and a thriving Future Business Leaders of America club.

Performance on state tests improved steadily over the last decade, with current results showing 40.3% of students meeting or exceeding standard in English Language Arts, and 32.9% in Math. A persistent, significant achievement gap exists for students who come from lower income homes. However, the district results from state assessments show that the gaps have closed significantly over the last three years.

Demographically, the student body is comprised of 69% Hispanic/Latino students, 25% White students, and 4% American Indian students. Almost 33% of the students come from homes where English is not the primary spoken language, and are classified as English Language Learners. 98% of those students enter school speaking Spanish, with a very few speaking Arabic, Punjabi, or Filipino. In a typical year, the district also serves 17% of students who were classified as English Language Learners, but have progressed in their English skills to the point where they are considered Fluent, and no longer in need of additional English Language Development instruction or support. Also during a typical year, between 6-9% of the English Language Learners are re-classified as proficient / fluent.

Colusa County is home to nearly 21,000 residents. Situated along the Sacramento River, the town of Colusa has almost 6,000 residents. It also has one of the highest unemployment rates in the nation. In March 2018 the Bureau of Labor Statistics listed Colusa unemployment at 18.9% while the national average was near 4%. Nearly 70% of CUSD students qualify for Federally subsidized Free or Reduced Priced Meals. The Colusa economy is farm based. For about 6 years prior to the 16/17 school year, this region experienced exceptional drought conditions. However, with the return of the normal rain patterns in winter of 2017, came a plummet in commodity prices for the most common local crops; rice, almonds, pecans, and walnuts. Despite these economic hardships, the community voted overwhelming support for a nearly \$6 Million School Modernization Bond in 2014. Those funds were used to improve safety, upgrade access for individuals with disabilities, repair roofs, upgrade heating and AC, and build a new Ag-Science Barn at Colusa High. The schools are a social focal point for the town, and many past CUSD graduates continue to reside in the community. The schools benefit from financial donations from a strong Alumni Association, and a dynamic Athletic Foundation. Community groups regularly use district facilities for athletic contests, meetings and community events.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of this year's LCAP are efforts remain focused on improving student achievement, and closing achievement gaps. The district is finishing the third year of implementation of a Math curriculum and a second year of English Language Arts (ELA) curriculum aligned to Common Core Standards. Veteran teachers in ELA and math have made the transition well, However, as is always the case, new teachers need training on our adopted curriculum. Teachers in all instructional areas need ongoing training and professional development in multiple areas. This LCAP provides the resources for meeting those needs. As with the prior year, training and preparation is planned for adoption of the upcoming Next Generation Science Standards, and the new state History – Social Studies Standards. Implementation of all the new curriculum and standards will continue to be supported by renewed efforts on the part of administration to give teachers frequent feedback.

The 2018/19 LCAP continues our focus on closing achievement gaps, particularly for our students from low socio-economic backgrounds, English Language Learners, and our Hispanic/Latino Students. Research clearly shows that interventions focused on developing language skills is key to closing gaps in all tested and non-tested subject areas. The LCAP includes sustained implementation and more teacher training for effective Designated English Language Development; an intervention for students who are struggling to meet learning goals.

The district will also continue efforts to train and support staff in using Infinite Campus software (which houses student grades, demographic data, and discipline information) and Illuminate software (which does achievement data analysis and acts as a gradebook for TK – 6 students). For now, the teaching staff will continue to use assessment software they have used in the past. The idea is to give time for analysis of correlation between the new Math / ELA assessments supplied with the curricula, and student achievement on the California Assessment of Student Performance and Progress tests (CAASPP). Teachers use the results to modify their planning to help fill the existing gaps, and prevent learning gaps in subsequent years. The 18/19 LCAP again includes activities related to facilitating trainings and supporting data analysis.

Through the stakeholder engagement process, and looking at CA Dashboard data, it became clear that something needed to be done about the high rate of student suspensions. After looking closely at the data it became clear that coding errors during input skewed the data. Staff responsible for this data entry have been re-trained and will participate in ongoing training during 18/19 and beyond. In an effort to intervene in current student behavior issues, and reduce future behavior problems, the 18/19 LCAP includes plans to hire an additional TK-8 counselor to focus on students' social, emotional, and behavioral health. Ongoing discipline handbook revisions, and procedural changes focus on decreasing suspensions and keeping students in school and learning. Safety remains a priority in this LCAP, and a recently revised Emergency Operations Manual will be distributed and implemented in the 18/19 school year.

Finally, this LCAP continues the efforts focused on improving technology and facilities throughout the district. With the increase in technology, the District will be making additional efforts to facilitate communication between schools and the community. There is a plan to reach a 1:1 ratio of devices to students, and the staff continue to adopt new technology and tech-based instruction.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that

success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Increasing achievement and closing achievement gaps is the first of the District's LCAP Goals. In fall of 2017 reliable CAASPP trend data showed CUSD making significant progress.

- Student scores on the Math CAASPP exceeded state averages at three grade levels, which is the first time more than one grade level exceeded state averages.
- Overall Math scores went up 2% from the prior year, and show a steadily improving trend.
- The gap in Math scores between Hispanic and White students decreased by 22%, and the gap between Free and Reduced Priced Meal (FRPM) and Non – FRPM students fell by 44%.
- Overall ELA scores also went up 2% and CUSD scores exceeded the State averages at two grade levels.
- The gap in ELA scores between Hispanic and White students decreased by 19%, and the gap between Free and Reduced Priced Meal (FRPM) and Non – FRPM students fell by 44% as well.

Parents, student, and staff surveys indicate that Colusa USD schools are considered safe, inviting, and positive learning environments. Parents report high levels of satisfaction with the communication between home and school, and the district added portals for parent access to both student achievement data and attendance / behavior / and Parent participation, always high, remains so at school events. Most school events in the Community Theater are standing-room-only and crowds for the Spring Program at BPS top 700 attendees. Involvement of our Hispanic / Latino parents has grown and the District and school English Learner Advisory Committees are thriving. Student attendance topped 96% this year, in many respects because of the enthusiasm, caring and professionalism of the teachers and support staff.

CUSD will complete the Measure A Bond Program in June 2018. The Board of Trustees has begun a series of community conversations about long-term facility planning. Currently, most district buildings are over 40 years old. The discussion is now about whether the district should continue with remodeling and modernization, or switch to a focus on finding a way to construct new buildings. District technology infrastructure is solid, and prepared to serve the network needs for decades, and with more cloud-based-storage, at a significantly lower cost. The new IC and Illuminate software brings the ability to increase parent access to student information with updates in near-real time. The entire district is now using low cost, efficient light fixtures, and the Prop 39 money has also allowed for the replacement of 80% of the HVAC units to new, high – efficiency units.

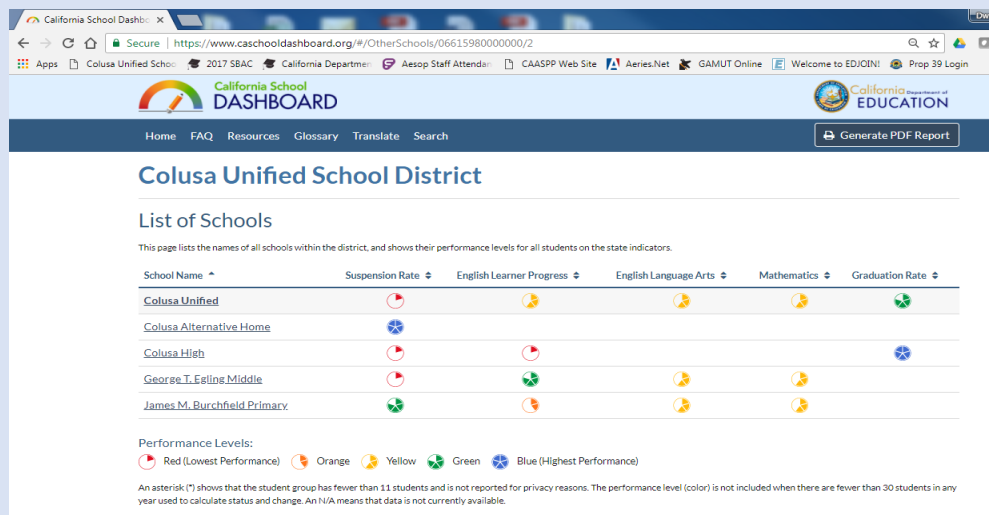
The graduation rate for all students has a performance level of green. We are proud that our students are ready to move into post-secondary experiences. Our low-income students' graduation is also at the target performance level (green). We will continue to support these students through our counseling services and one-on-one goals setting that occurs during their 9th grade year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based in part on CA School Dashboard – accountability data

<https://www.caschooldashboard.org/#/search?search=Colusa%20Unified&year=3&page=1>



Colusa High School:

CHS is in the red category for Suspension Rate, and English Language Learner (ELL) Progress. Both of these indicators are effected by data entry errors, which will decrease as staff become familiar with the new software, and as the entry accuracy improves with training. Part of the issue for English Learner Progress centers around when the data was entered. Students who transitioned out of the program were not recorded in time for that data to be captured for use on the Dashboard. Additionally, the school will continue to focus on alternative means of correcting behavior – other than suspension. The 18/19 LCAP includes action items to address the ELL progress issue, including trainings and possibly hiring additional support staff. Both these areas will be monitored frequently. Additionally, the District has completed a plan, cooperatively developed with the Special Education Local Plan Area (SELPA) to improve outcomes for students with disabilities in the areas of academic performance and graduation rate (see Status and Change Report for Student Sub-groups).

Egling Middle School:

EMS is shown in the red category for suspension rate. Students with Disabilities performed in the red category for both Math and ELA Assessments. As noted above, the district has a plan to improve these outcomes, part of which is simply a switch in schedules to allow these students shorter, but more frequent testing windows. Our Socio-economically Disadvantaged (SeD) students performed in the orange category for Math, which will be the focus of teacher trainings. The district plans to support this even further with additional staff training for ELD strategies across the curriculum, as many of these students are also SeD.

Burchfield Primary School:

BPS had an orange indicator in White student suspension rate. This was due to a very clear data entry error and the accurate data does not indicate this is an area of concern. The orange indicator for ELL Progress is a concern and will be addressed by continued teacher trainings, expanded and improved ELD instruction, and continued outreach to ELL parents and collaboration with those parents for improving achievement.

District – Wide:

Although the performance gap in both English Language Arts and Math gaps have closed significantly, at each tested grade level the students who receive Free or Reduced Priced Meals are scoring significantly lower than students who do not receive that benefit. The gap is mirrored in our Hispanic / Latino student achievement as there is great overlap between the low socio-economic and ethnic group. Additional staff training in specific instructional strategies for closing the achievement gaps, and use of interventions are the district's planned answer to addressing these needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Students with Disabilities are identified as red in ELA and Math Assessments. District – wide performance in this area was yellow. As noted above, the district is working with the SELPA to improve communication and insure delivery of high quality standards-based instruction. In addition to that, the district plans to do extensive staff training and support focused on closing this gap by improving instruction and aligning instruction with standards.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Increased or improved services for 2018-19 come in the form of some staffing additions, program changes, program additions, and technology as well as facility improvements.

An additional counselor will help those students who are impacted by trauma in their lives. As we examined our systems and student achievement, we recognized that one way to effectively support students was to help students learn to cope with and function adequately after experiencing trauma. We added Yard Duty (playground supervision) simply to make students feel more safe while at school.

Programmatically, we added funding and direction for a gifted/talented program to fill an existing gap in our offerings for all students. Similarly, when looking at the services to high school English learners, it became evident that we would much better serve them by doubling English Language Development classes to two periods.

Adding tech devices serves the needs of all our students, but by expanding the access to on-line instruction and support, our neediest students benefit most. CUSD also added staffing and facility improvement funds in the maintenance department to insure the physical facilities reflect our commitment to quality atmosphere and overall experience.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$ 16,742,555

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$ 2,663,190

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Below is a condensed version of all CUSD General Fund Expenditures. It describes in a very broad sense, each revenue stream and expenditure category.

<u>INCOME</u>	17/18 BUDGET
8011-8089 TOTAL LCFF	13,684,233
TOTAL FEDERAL REVENUE	359,281
TOTAL STATE REVENUE	1,863,809
TOTAL LOCAL REVENUES	245,942
One-Time Revenue: Prop 98	
TOTAL REVENUES	16,153,265
<u>EXPENDITURES</u>	
CERTIFICATED SALARIES	6,561,584
CERTIFICATED STRS	1,307,941
CERTIFICATED PERS	
CERTIFICATED BENEFITS	1,221,910
RETIREE BENEFITS	101,036
TOTAL CERTIFICATED SALARIES, STRS, BENEFITS	9,192,471
CLASSIFIED SALARIES	2,490,082
CLASSIFIED PERS	306,160
CLASSIFIED STRS	16,441
CLASSIFIED BENEFITS	622,846
TOTAL CLASSIFIED SALARIES, PERS, BENEFITS	3,435,529
TOTAL SALARIES/BENEFITS	12,628,000
TOTAL BOOKS AND SUPPLIES	1,002,009
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,461,560
BUDGET FOR EXPENDITURES FROM SPECIAL RESERVE	

TOTAL CAPITAL OUTLAY	570,297
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	1,080,689
TOTAL EXPENDITURES	16,742,555

Expenditures for salaries and benefits total about 76% of the district’s outlays. However, the district spends over \$1,000,000 for Special Education services from the Special Education Local Plan Authority and about 82% of that money goes toward staffing as well. In total, including SELPA staff costs, the district spends about 81% of the budget on staff.

Transportation costs are expected to be \$200,000, Utilities \$650,000, Maintenance \$1,000,000 and Technology expenditures of \$300,000. Capital Outlay is funding spent on special projects over \$5,000. For the upcoming year it includes Career Tech Education Incentive Grants totaling \$300,000.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 13,684,233

Annual Update

LCAP Year Reviewed 2016–17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

#1: Improve student achievement and close achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students, and English Language Learners.

Overall Status Score:

1. ELA 44% Met & Exceeded Standard
2. Math 39% Met & Exceeded Standard

3rd Grade Status Score:

1. Grade 3 ELA M&E 38%
2. Grade 3 Math M&E 52%

Actual

Overall Status Score:

1. ELA 41% **Goal Not Met**
2. Math 33% **Goal Not Met**

3rd Grade Status Score:

1. Grade 3 ELA M&E 39% **Goal Met**
2. Grade 3 Math M&E 47% **Goal Not Met**

Expected

Cohort Growth and Status Goals:

1. Grade 4 Cohort ELA Growth 6%
2. Grade 4 ELA M & E 37%
3. Grade 4 Cohort Math Growth 6%
4. Grade 4 Math M & E 35%
5. Grade 5 Cohort ELA Growth 6%
6. Grade 5 ELA M & E 38%
7. Grade 5 Cohort Math Growth 6%
8. Grade 5 Math M & E 26%
9. Grade 6 Cohort ELA Growth 6%
10. Grade 6 ELA M & E 35%
11. Grade 6 Cohort Math Growth 6%
12. Grade 6 Math M & E 25%
13. Grade 7 Cohort ELA Growth 6%
14. Grade 7 ELA M & E 48%
15. Grade 7 Cohort Math Growth 6%
16. Grade 7 Math M & E 37%
17. Grade 8 Cohort ELA Growth 6%
18. Grade 8 ELA M & E 50%
19. Grade 8 Cohort Math Growth 6%
20. Grade 8 Math M & E 45%

Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.

Students completing A-G requirements will increase to 34%

Actual

Cohort Growth and Status Goals:

1. Grade 4 Cohort ELA Growth -7% **Goal Not Met**
2. Grade 4 ELA M & E 25% **Goal Not Met**
3. Grade 4 Cohort Math Growth -8% **Goal Not Met**
4. Grade 4 Math M & E 38% **Goal Not Met**
5. Grade 5 Cohort ELA Growth 0% **Goal Not Met**
6. Grade 5 ELA M & E 33% **Goal Not Met**
7. Grade 5 Cohort Math Growth -8% **Goal Not Met**
8. Grade 5 Math M & E 19% **Goal Not Met**
9. Grade 6 Cohort ELA Growth 5% **Goal Not Met**
10. Grade 6 ELA M & E 37% **Goal Met**
11. Grade 6 Cohort Math Growth -1% **Goal Not Met**
12. Grade 6 Math M & E 29% **Goal Met**
13. Grade 7 Cohort ELA Growth 8% **Goal Met**
14. Grade 7 ELA M & E 41% **Goal Not Met**
15. Grade 7 Cohort Math Growth 16% **Goal Met**
16. Grade 7 Math M & E 35% **Goal Not Met**
17. Grade 8 Cohort ELA Growth 8% **Goal Met**
18. Grade 8 ELA M & E 50% **Goal Met**
19. Grade 8 Cohort Math Growth 1% **Goal Not Met**
20. Grade 8 Math M & E 32% **Goal Not Met**

Students completing A-G requirements District Wide **26%**

Colusa High School Graduates completing A-G requirements **34% Goal Met**

Expected

Actual

English Language Learners who show adequate growth will increase by 5%

English Language Learners who show adequate growth will increase to 59%

AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.

AP pass rate (score of 3 or higher) will be 36%.

English Learner Reclassification Rate

(no baseline data because of switch from CELDT to ELPAC test.) Rate was 6.2% in 2016.

All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220

Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year

Grade 11 ELA M&E 63% Grade 11 Math M&E 35%

English Language Learners who show adequate growth was **76% Goal Met**

AP pass rate (score of 3 or higher) was 59% last year. **Goal Met**

English Learner Reclassification Rate 7% **Goal Met**

100% of students will have access to a broad course of study via the curriculum utilized for instruction **Goal Met**

Grade 11 ELA M&E 64% Grade **Goal Met**

11 Math M&E 34% **Goal Not Met**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 – Curriculum Related Training /Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement / Continue Training for: <ol style="list-style-type: none"> Benchmark Advance – English Language Arts Curriculum TK-6 Springboard - English Language Arts Curriculum 7-8 	Implement / Continue Training for: <ol style="list-style-type: none"> Trainings held during Pre-service, In-service and PLCs. Trainings held during Pre-service, In-service and PLCs. 	<ol style="list-style-type: none"> 1-5. \$14,000 Trainer Costs Budget Object Code 5800 6. No additional cost 7. No additional cost 	<ol style="list-style-type: none"> 1-5. \$17,000 Budget Object Code 5800 6. N/A 7. N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. English in a Flash - English Language Development Curriculum (K-3) 4. English 3-D - English Language Development Curriculum (4-8) 5. Bridges – Math Curriculum 6. Next Generation Science Standards <ul style="list-style-type: none"> a. K-3 – Awareness Training b. 4-6 Lesson Development c. 7-8 Lesson and Unit Development d. 9-12 Model Selection (Classic approach vs. Integrated Science approach) e. Evaluate how to embed Health and Anatomy standards (Emphasize Academic Vocabulary. Norm/Expectation) 7. Assess English Language Development training needed by non – English Language Arts teachers. 8. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level. <ul style="list-style-type: none"> a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor b. EMS additional teachers, paraprofessionals, Counselor c. CHS Additional Teachers and class offerings (Spanish, AP, etc.) d. District-Wide: <ul style="list-style-type: none"> i. School Nurse, 	3. Trainings held during Pre-service, In-service and PLCs. 4. Trainings held during Pre-service, In-service and PLCs. 5. Trainings held during Pre-service, In-service and PLCs. 6. Next Generation Science Standards <ul style="list-style-type: none"> a. No trainings occurred b. 4-6 Lesson Development begun c. 7-8 Lesson and Unit Development begun d. 9-12 Model Selection (Classic approach vs. Integrated Science approach)Remains in discussion e. Evaluate how to embed Health and Anatomy standards Remains in discussion 7. English Language Development training needs addressed during PLCs. 8. CUSD continued to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level. <ul style="list-style-type: none"> a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor b. EMS additional teachers, paraprofessionals, Counselor c. CHS Additional Teachers and class offerings (Spanish, AP, etc.) d. District-Wide: <ul style="list-style-type: none"> i. School Nurse, 	8. \$22,000 Staff Compensation Budget Object Code 1100 \$230,000 Curriculum Budget Object Code 4100 & 4300 <ul style="list-style-type: none"> a. BPS – additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200- \$717,170 b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176 c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)Budget Object code 1100- \$374,010 d. District-Wide: <ul style="list-style-type: none"> i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100- 2999- \$320,174 ii. Technology: staffing Budget Object Code 2200- 2300, software and hardware increases 	8. \$47,560 Staff Compensation \$130,000 Curriculum <ul style="list-style-type: none"> a) \$653,750 BPS b) \$446,770 EMS c) \$298,890 CHS d) <ul style="list-style-type: none"> i) \$313,700 ii) \$257,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ii. Bilingual Parent Liaison, iii. increased budgets for site supplies, iv. Staff retention through salary increases; v. Technology: staffing, software and hardware increases. vi. Facilities: staffing, transportation, and additional routine maintenance allocations vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget. 	<ul style="list-style-type: none"> ii. Bilingual Parent Liaison, iii. increased budgets for site supplies, iv. Staff retention through salary increases; v. Technology: staffing, software and hardware increases. vi. Facilities: staffing, transportation, and additional routine maintenance allocations <p>9. Federal Programs Supplemented by adding funds to cover Titles I, III and ROP program encroachment on General fund budget</p>	<p>Budget Object Code 4300-. \$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>iv. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget- Budget Object Code 8980- \$355,796</p>	<p>iii) \$379,450</p> <p>iv.) 313,628</p>

Action 2 – Data Related Training/Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Implement / Continue Training for:</p> <ul style="list-style-type: none"> a. Illuminate Data & Assessment Software b. Infinite Campus Student Information System. c. Assess Infinite Campus Software as 9 -12 Gradebook vs. School Loop 	<p>1. Training for IC and Illuminate occurred before school began and continued as schedule/requested during the school year.</p>	<p>\$51,720*</p> <p>*Action 1.2.1 and 1.2.2 on the 17/18 LCAP had the amounts for training and Cumulative File conversion combined for a total of \$56,720</p>	<p>\$33,790</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Begin Process of converting all Cumulative Files to electronic format.	2. Nearly 3 years of Cumulative Files to files electronic format.	\$5,000*	\$4,530
3. Evaluate district-wide assessment practices.	3. District-wide assessment practices were evaluated and the Administration recommended no major changes at this time because of the heavy workload teachers face with new curriculum implementation and learning new software systems.	No Additional Costs	No Additional Costs
4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems: a. iReady. b. NWEA=MAPs. c. SBAC Interim Assessments. d. Other	4. See #3	No Additional Costs	No Additional Costs
5. Determine whether new/modified system would be more beneficial to students.	5. See #3	No Additional Costs	No Additional Costs
6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1 st – 11 th Grades.)	6. Administration and staff are working to include more information in the Illuminate Parent portal for easier understanding of student academic progress.	No Additional Costs	No Additional Costs
7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators. a. Include District – Wide and Site Specific items. b. Ensure assessments provided in Curriculum are being utilized consistently.	7. Process begun but incomplete. Principals would like form in an electronic format, which automatically sends a copy to teachers and allows for site-wide tabulation of results.	No Additional Costs	No Additional Costs

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Implement prescribed walk-thru protocols.	8. Walk – Thru observations implemented.	No Additional Costs	No Additional Costs
9. Assess walk-thru data and recommend site level or systemic changes.	9. Walk –Thru data evaluated at site level. District – Wide evaluation of data will occur in a June 2018 Administration Work session.	No Additional Costs	No Additional Costs
10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.	10. Complete.	No Additional Costs	No Additional Costs
11. Examine Instructional Year Calendar changes to facilitate deeper / more effective collaboration. a. Instructional minutes @ each site. b. Length and frequency of collaboration. c. Starting time (particularly at High School)	11. Complete. Site changes implemented as needed to facilitate vertical collaboration. Start time for CAHS modified to facilitate coordination with CHS schedule.	No Additional Costs	No Additional Costs
12. Assess Teacher Evaluation Document and present options for changes to all stakeholders	12. Incomplete. This issue will be added to list of items to be negotiated with CTA union.	No Additional Costs	No Additional Costs

Action 3 – Opportunities for Extension

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Train teachers additional Advanced Placement offerings as resources and staffing are available.	1. No additional AP offerings were available this year.	\$4,000 AP Training & Materials \$1,750 StrengthsFinder Fee	\$1,230 AP Training & Materials & StrengthsFinder Fee

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Investigate possibility of adding dual enrollment course offerings.	2. Dual enrollment was discussed and the decision is to delay offering these courses until further investigation into the issue.	No Additional Costs	No Additional Costs
3. Implement / Continue Training for assisting students who are exceeding standards in: a. Benchmark Advance – English Language Arts Curriculum TK-6 b. Springboard - English Language Arts Curriculum 7-8 c. Bridges – Math Curriculum	3. Teachers were trained in how to use curricula to extend learning for students who are already achieving at or above expectations.	No Additional Costs	No Additional Costs
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers	4. Incomplete.	No Additional Costs	No Additional Costs
5. Investigate implementation of StrengthsFinder as a support for all students and staff. Possible inclusion in the Freshman wheel.	5. StrengthsFinders was implemented on a limited basis with a plan to expand utilization.	No Additional Costs	No Additional Costs
6. Create a “Newcomer” Homework Help club for Immigrant students newly arrived.	6. A plan for “Newcomer” Homework Help club for Immigrant students newly arrived was developed at each site.	No Additional Costs	No Additional Costs

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the District implemented the actions and services with fidelity to the LCAP. Many teachers took advantage of professional development opportunities, and most were involved in the trainings noted above. Teachers attended both on-site formal PD with expert trainers and conference / trainings, as well as engaging in Professional Learning Community based discussions (Data Meetings, Student Study Teams, etc.). NGSS training for K3 did not take place because staff felt other trainings took priority at this time. Action 2: #12 review and suggest a modified teacher evaluation tool

was not completed because other items took priority during negotiations. Action 3: #1 teacher training for additional AP courses were not requested this year, and , #4 assessment of need for G/T training was not possible given the number of administrative support positions which remained unfilled during the school year (BPS and EMS were without a counselor for the majority of the year, and BPS had no reading specialist after February).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While the district did not meet its overall academic growth goals, it continues to make positive gains. Lower than desired performance at grades 4 and 5 impacted overall district scores significantly. The district exceeded its goal for English Learner students meeting targets by a significant amount (17%), and saw a 0.8% increase in the number of reclassified English Learner students. Students completing A-G requirements district-wide did not meet the goal, however, students at CHS did meet the goal. College preparedness on the EAP exceeded the goal by a small margin (1%) for ELA, and missed the goal by a similar margin on the Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences were as follows: (Numbering system is Goal.Action.Item)

1.1.1-5 District used Mandated Cost Reimbursement (MCR) funding to add additional trainings.

1.1.8 Using the MRC funding, the district was able to compensate teachers for attendance at additional trainings. The material difference in curriculum cost was due to an agreement with the vendor to split the cost of the curriculum between two budget years.

1.1.8.a Staff newer to the district are compensated at a lower rate than planned for in the budget.

1.1.8.b Veteran staff are compensated at a higher rate than planned for in the budget. Additionally, more teachers were hired as a result of increased student numbers.

1.1.8.d.iii Preventative maintenance projects used MCR funding to complete more projects than were originally planned.

1.1.8.d.vii This number is different because certain training-related expenses were not recorded in the correct budget line. The true number spent was likely very close to the original estimate.

1.2.1 District used Mandated Cost Reimbursement (MCR) funding to add additional trainings.

1.3.1 Material difference because no teachers were available, or interested, in attending AP trainings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to EXPECTED ANNUAL MEASURABLE OUTCOMES.

Under goal 1.1.8 Add – recruit and hire one additional TK-8 counselor to focus on social, behavioral and emotional support.

Under goal 1.1.8 Add – recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly.

Under goal 1.1.8 Add – assess the need and offer school to home transport for ELL and other students receiving after school tutoring.

Under goal 1.1.8 Add – implement an additional period of Designated English Language Development to assist English Learners at CHS.

Under goal 1.3 Add – organize, plan and staff a Gifted and Talented program at the TK – 8 level.

Changes may be found in the Action Items section of Goal 1 in the 2018-2019 CUSD LCAP

Goal 2

#2: Improve the atmosphere in our school and the communication between home & school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
1. All teachers will be appropriately credentialed and assigned. <ul style="list-style-type: none">100% of teachers will be appropriately credentialed and assigned.	1. 95% of teachers will be appropriately credentialed and assigned. Goal Not Met
2. Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels. <ul style="list-style-type: none">100%	2. 100% Students were provided CCSS aligned instructional materials in sufficient quantities at all levels. Teacher report sufficient materials and the district received no complaints. Goal Met

Expected

3. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)

- Attendance or participation at or above baseline.

4. School attendance rates will remain above 95%

5. Number of students chronically absent will decrease by 10% from previous year

- Goal is 58 Students

6. Middle school dropout rates will remain below 1%

High School dropout rates will decrease by 3% from previous year

- Middle School rate <1%
- High School rate 14.6%

7. High School Graduation rate will increase by 5% from previous year.

- 90.6%

8. Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.

Suspension rates

- Burchfield Primary 0%
- 0 Students
- Egling Middle 9.7%
- 52 Students
- Colusa High 14.0%
- 57 Students

Expulsions rates

- Burchfield Primary <1%
- Egling Middle <1%
- Colusa High <1%

Actual

3. Parent involvement has increased at both site level and district level committees. Particularly of note are the increases in ELAC and DELAC involvement. **Goal Met**

4. School attendance rates are above 96% at all sites. Attendance at the CAHS exceeded 90% for the first time ever. **Goal Met**

5. Last year's number was an error. The 15/16 official count was 183 students. Number of students chronically absent in 17/18 was 162 (estimate) a decrease of 11% from the prior year **Goal Met**

6. Middle school dropout rates remain below 1% High School dropout rates is 1.1% (The prior year numbers were inaccurate and much inflated due to reporting errors.)

CHS rate was 0.5% **Goal Met**

EMS rate was 0% **Goal Met**

CAHS rate was 6.4% **Goal Met**

7. High School Graduation rate increased by 4.3% from previous year to 89.9% **Goal Not Met**

16/17 Pupil suspensions remained at 7.2% - no change from previous year and expulsions remains below 1% of the student population.

Suspension rates:

- Burchfield Primary 1.2% **above goal by 1.2%**
- 6 Students
- Egling Middle 8.8% **Goal Met - below goal by 0.9%**
- 51 Students
- Colusa High 13.7% **Goal Met - below goal by 0.3%**
- 46 Students

Expulsions rates

- Burchfield Primary 0% **Goal Met**
- Egling Middle 0.006% **Goal Met**
- Colusa High 0.009% **Goal Met**

Expected

9. Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.

- Overall positive perceptions at or above baseline.

Actual

9. Student, Staff, and Parent surveys indicate positive and improving perceptions of school safety and atmosphere. **Goal Met**

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices.	1. Discipline handbooks at each site were revised before the start of the 17/18 School Year.	\$1,100 in 2017-18	No Additional Cost
2. Ensure attendance, tobacco and other district wide policies are consistent.	2. Attendance, tobacco and other district wide policies are consistent.	No Additional Cost	No Additional Cost
3. Implement site-wide discipline vocabulary consistency.	3. Teachers met in PLC groups and discussed site-wide discipline vocabulary consistency.	No Additional Cost	No Additional Cost
4. Gather discipline data and evaluate in March.	4. Incomplete. Administrative team will evaluate data from the entire year during June meetings.	No Additional Cost	No Additional Cost
5. Modify IC software so that there is admin approval before any level of discipline report goes home.	5. Discipline reports must be Admin approved in IC before they are released.	No Additional Cost	No Additional Cost
6. Implement student Gallop survey.	6. Gallop survey was given to students on a limited basis as a pilot.	No Additional Cost	No Additional Cost
7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill.	7. City of Colusa has approved and does include announcements submitted by CUSD. No community survey was sent.	No Additional Cost	No Additional Cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Celebration of Reclassification for English Language Learners.	8. Celebration of Reclassification for English Language Learners in April included invitations to the families of 71 students, of which about 45 attended.	No Additional Cost	No Additional Cost
9. Change Job Description of TK-8 counselor to focus more on behavioral health.	9. Change Job Description of TK-8 counselor to focus more on behavioral health is complete.	No Additional Cost	No Additional Cost
10. Plan and implement homework help training sessions for parents K-8	10. Planned and implemented homework help training sessions for parents K-8 a number of these trainings occurred during the school year.	No Additional Cost	No Additional Cost
11. Plan and present parent trainings on Illuminate and Infinite Campus	11. Two parent trainings on Illuminate and Infinite Campus	No Additional Cost	No Additional Cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services in this goal area were very consistent with the previous LCAP. One incomplete item, a review of discipline data, will be done before the end of the year, but not as it was originally scheduled. The other incomplete item, a community survey distributed with the City of Colusa community calendar will be rescheduled.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Staffing with fully qualified and credentialed teachers remains a challenge for the district. Efforts to recruit and hire quality teachers continue, but the current state-wide shortage affects CUSD as it does all other California schools. We have multiple new-hires on Internship and emergency-type credentials, and they are given additional support by administration and paid mentors.

Parent involvement, particularly efforts to gain increased participation by Hispanic parents, continues to be an area of success for the district.

Attendance rates are another success. Currently attendance is above 96.5% at all comprehensive sites and, for the first time ever, above 90% at the CAHS.

Number of Students Chronically Absent: decreased by 9% just 1% short of our goal.

The High School Graduation rate improved to 89.9%, missing the goal by a small (0.7%) margin.

Expulsion and suspension rates are decreasing. Of the stated site goals, 2 of 3 were met in suspension rates, and 3 of 3 in expulsion rates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The actions and services planned for this Goal were budgeted within the scope of normal operations. A small amount was reserved for possible printing and mailing expenses, but those funds were not used. (see action 1 #4, #7)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No Changes

Changes may be found in the Action Items section of Goal 2 in the 2018-2019 CUSD LCAP

Goal 3

#3: Improved access to, and use of, instructional technology and modern facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
1. Student access to computers will increase at all levels. <ul style="list-style-type: none"> Student to device ratio will be 0.7:1 	1. The current ratio of devices to students is 0.74:1. Goal Met
2. Electronic communication between school and home will increase. <ul style="list-style-type: none"> Baseline 	2. This year is our baseline data year. Currently CUSD has 901 separate households, and we send emails to 615 of those homes. Goal Met
3. Instructional use of technology will increase at all levels. <ul style="list-style-type: none"> Baseline 	3. Instructional use of technology increased TK – 12 based on principal and staff observations. Walk-Thru data not gathered. Goal Met
4. General condition of facilities will improve as detailed in the facilities master plan <ul style="list-style-type: none"> Successful Williams Act Inspections at each site. All facilities rated as Good or Fair. 	4. General condition of facilities improved as detailed in the Reports made to the Board of Trustees at monthly meetings. Williams FIT inspections at all three school sites ranked the facilities as Good. Goal Met

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1	1. The district purchased an additional 361 devices. Current ratio is 0.76:1	\$30,000	\$178,000
2. Investigate incentives for parents to attend trainings on Social Media, Internet safety, etc.	2. Incentives for parents was the topic of multiple discussions. No consensus reached on how to effectively implement the incentives.	No Additional Cost	No Additional Cost

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Assess Bring your own device policy and possibly recommend adoption.	3. Multiple discussions held at Leadership and Board level. Consensus is that the only way to legally and efficiently implement would be for the district to supply devices and safe / filtered internet access.	No Additional Cost	No Additional Cost
4. Assess and possibly implement weekend technology lab access.	4. Weekend open lab was tried 3 times, with no attendees.	No Additional Cost	No Additional Cost
5. Advise community that the district is going to all electronic communication	5. Community was notified, and is becoming aware that the district is going to all electronic communication.	No Additional Cost	No Additional Cost
6. Pursue one grant opportunity for technology	6. Not complete.	No Additional Cost	No Additional Cost

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions / services listed under Goal 3 have been substantially completed. The only exception was pursuit of a grant opportunity as administrative team members took on task which would normally have been completed by the TK-8 Counselor, and the BPS Reading Specialist.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District currently deploys about 1275 devices for student use throughout the district. Each year sees more staff utilizing the devices as part of their instructional plan. The device to student ratio is improving, Current ratio is 0.76:1

The notion of incentivizing parent involvement is still under discussion.

While adopting a BYOD policy is still in discussion, it becomes ever more apparent that implementation would be difficult because of the laws about protecting students from internet predation. Instead, the district discussions shifted to examining how CUSD might supply each student with 24/7 access to a secured, content-filtered access to a district network.

Unexpected personnel changes necessitated a re-allocation of time commitment, and CUSD staff did not substantially research or pursue any tech grant opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1.1 Following an in-depth analysis of bus usage patterns, the District realized that the funding set aside for a bus was better utilized elsewhere. After discussions with staff, Administration, and the Board, the decision was to re-allocate those funds toward device purchases.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Stakeholder Engagement

LCAP Year: 2017–18

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2017-18 school year, the District met with stakeholders throughout the school year. Each school site School Site Council, English Learner Advisory Committee, and parent group was provided opportunities to engage in the LCAP process. District level meetings were held with DELAC and PAC groups, with included parents, teachers, and administrators. Site administrators' monthly meetings focused on both results of LCAP actions and future recommendations. High school student leadership groups (ASB, Clubs, Athletes) were surveyed and personally interviewed by the Superintendent. Information was shared at monthly board meetings with district trustees.

The types of data and information shared included: internal benchmark assessment results (STAR reading/math scores; BPST scores; mid-term exams, etc.), state summative assessment results (CELDT, ELPAC, SBAC, CST tests, etc.), internally generated parent, staff and student surveys; externally generated staff and student surveys; quantitative information on atmosphere indicators (ex: student attendance, absenteeism, discipline); and anecdotal/observational information from staff, parents, students and community members.

Meetings were held with the following groups:

District Meetings:

CUSD Board of Trustee Meetings (January 2018 – April 2018)

Leadership Team Meetings

Monthly Dec. 2017 – Ongoing

December 12, 2017

January 9, 2018

February 13, 2018

March 13, 2018

April 10, 2018

Administration Team (Site Administrators)

December 7, 2017

January 11, 25, 2018
February 1, 2018
March 1, 22, 2018
April 6, 2018

California School Employees Association (CSEA)

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CSEA Leadership Team.

May 3, 2018

California Teachers Association (CTA)

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CSEA members and Leadership Team.

May 10, 2018

Site Meetings:

Input from site meetings communicated to the District via Admin Team Meetings.

Burchfield Primary School:

- Staff Meetings: 10/11/17, 11/1/18, 2/14/18, 3/7/18
ELA Committee Meetings-10/10/17, 11/7/17, 12/5/17, 1/9/18, 2/6/18, 4/10/18
Math Committee Meetings-10/24/17, 11/30/17, 1/25/18, 3/1/18/, 3/22/17
- Site Council: 11/30/17, 1/25/18
- ELAC: 11/16/17, 3/8/18, 4/10/18
- Parent Club: 9/6, 10/4, 11/1, 12/6/2017, 1/17, 2/7, 3/7, 4/12,4/26/2018

Egling Middle School:

ELAC

September 19, 2017
October 17, 2017
December 19, 2017
January 23, 2018

Site Council

September 18, 2017
October 16, 2017
November 20, 2017
December 18, 2017

March 19, 2018

April 24, 2018

Staff meetings / trainings related to LCAP Action Items

SpringBoard

August 14 and 15 2017

Benchmark Advance

August 7, 2017

October 5 and 6 , 2017

October 27, 2017

January 11, 2018

CMP 3 – Pam Hutchison

September 6, 2017

November 9, 2017

January 31, 2017

Illuminate

January 30 – February 2

October 27, 2017

5 Way Meeting

September 21, 2017

SST Online Training

September 8, 2017

EL PAC and Reclassification Training

December 19 and 20, 2017

March 19, 2018

April 23, 2018

English 3D

August 10, 2017

September 26, 2017

November 29, 2017

Bridges

September 11 and 12, 2017

February 7, 2018

NGSS

November 14 and 15, 2017

November 29, 2017

January 24, 2018

January 31, 2018

Infinite Campus

August 30, 2017

Data Meetings

September 6 and 7, 2017

November 28 and 30, 2017

January 24 and 25, 2018

Parent Club

September 20, 2017

January 10, 2018

January 12, 2018

February 28, 2018

March 21, 2018

Colusa High & Colusa Alternative High Schools

School Site Council	10/9/2017	11/13/2017	12/11/2017	2/12/2018	3/12/2018	4/9/2018	5/14/2018		
ELAC	9/11/2017	12/2/2017	11/6/2017	1/8/2018	2/5/2018	3/5/2018	3/15/2018 (Site Visit)	4/9/2018	5/7/2018
Curriculum Council	8/29/2017	10/5/2017	11/20/2017	12/12/2017	2/27/2018	3/30/2018	5/7/2018		
Department Meetings	8/15/2017	1/17/2018	3/7/2018	3/28/2018	5/9/2018				
CHS Leadership	9/6/2017	9/27/2017	11/13/2017	1/16/2018-WASC Chair		1/23/2018	2/20/2018		
CAHS	8/15/2017	9/19/2017	1/24/2018	3/27/2018					
Home School-1st Semester	8/17/2017	8/31/2017	9/14/2017	9/28/2017	10/12/2017	11/2/2017	11/30/2017		
Home School-2nd Semester	1/18/2018	2/27/2018	3/20/2018	4/17/2018	5/8/2017	5/15/2018			
CHS Collaboration-Aug. - Oct.	8/14/2017 10/26/2017	8/16/2017	8/23/2017	8/30/2017	9/13/2017	9/27/2017	10/4/2017	10/11/2017	10/18/2017
CHS Collaboration-Nov. - Dec.	11/1/2017	11/8/2017	11/29/2017	12/6/2017	12/13/2017				
CHS Collaboration-Jan. - Mar.	1/10/2018	1/24/2018 (Dwayne)		2/7/2018	2/14/2018	3/14/2018	3/21/2018 (Dwayne)		
CHS Collaboration-Apr. - May	4/4/2018	4/11/2018	4/18/2018	4/25/2018 (WASC)		5/16/2018	5/23/2018	5/30/2018	
Pre-service & In-service	8/14/2017	8/15/2017	10/27/2018						
Admin Walk Through Visits	Changus - 58 Completed & 108 for Entire Year					Ithurnburn - 15 Completed & 42 for Entire Year			

Surveys:

Spring 2018

District Wide Staff, Parent and Student Surveys - Results Pending

Spring 2017

Healthy Kids CA Survey April 2017

HKCA – April 2017

HKCA – April 2017

District English Language Advisory Committee

01/31/18
02/28/18
03/21/18
4/25/18
5/29/18 – Approval Recommendation

Student Meetings

Met with the CHS Student Leadership Class
05/2/18 & 05/10/18

Date Draft Posted: 8 May 2018

Date of Board Public Hearing: 12 June 2018

Submitted for board approval: 26 June 2018

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Board of Trustee Input:

The board agreed that maintaining focus on the three Goal areas previously identified continued to make sense. After extensive discussion, the board agreed that the following additions/changes should be included in our LCAP for the 2018-2019 school year.

Goal 3 items:

Add yard duty staff at EMS	budget \$10,000
Add Utility Worker / Bus Driver	budget \$60,000
Add a new phone system district – wide	budget \$80,000

Goal 1 items:

Add an additional counselor for TK-8 students	budget \$ 110,000
Add Bilingual Paraprofessional support at EMS if needed	budget \$25,000
Add Bilingual Parent Training (if approved by DELAC)	budget \$10,000
Add a funds to classroom budgets to assist teachers in meeting their instructional goals	budget \$78,000 (revision of this number will occur at the end of P1 if additional MCR funds available.)

Leadership Team Input:

Maintain emphasis on providing teachers and staff with as much training as possible.
Implement preventative social/emotional behavioral counseling at BPS and EMS as a means of decreasing our discipline and attendance issues.
Complete Measure A bond projects before June 30 to avoid audit fees which would be incurred if the projects continue after July 1.
Continue to streamline our FRPM application process and insure that Nutrition Services

Administration Team Input:

Continue planning for NGSS curriculum adoption, but make History / Social Studies the focus for the upcoming year.
Implement preventative social/emotional behavioral counseling at BPS and EMS as a means of decreasing our discipline and attendance issues.
Continue to focus on teacher training and support.
Expand on trainings offered to paraprofessionals. Be sure to include them in curriculum trainings as much as possible.
Expand on technology related staff training.
Include adoption of HSS Curriculum Materials to plan for next year.

California School Employees Association:

Offered no additional comments.

California Teachers Association:

Offered no additional comments.

Site Meetings: Relayed comments from Staff, ELAC and Site Council meetings suggesting:

Adopt timeline for adoption of NGSS curriculum K-8 in expectation of aligned materials being available in the 20/21 school year.
Continued training on Illuminate software.
Training needed for staff on Infinite Campus – student information system software.
Burchfield staff continues to be pleased with the PE program.
Continue to refine interventions for chronically absent students.
Examine possibilities for expanding AP or Dual Enrollment classes at the High School.

Parent / Student / Community Input:

Surveys indicate that staff, students and parents continue to feel that the CUSD schools are safe, well organized, inclusive and engaging places for students to learn.

District English Language Advisory Committee (and ELAC committees from each school):

Suggested additional support for ELL students at Egling if needed.

Supported adding district wide Gifted and Talented Education enhancement activities K-8.

Initially requested a bilingual Paraprofessional at CHS. After the final meeting, and a discussion involving the CHS ELD Teacher, agreed that an additional period of ELD would be the better course of action right now.

Want additional devices for students as quickly as possible.

Discussed the need for additional resources in Spanish for students, and encouraged all CHS staff to publish their class syllabus in Spanish as well.

High levels of support for hiring additional TK-8 Counselor.

Support was also voiced for the additional maintenance position at BPS, and the extra Yard Duty / Safety staff at EMS.

Committed to finding enough parents to enroll in the CA Assoc. for Bilingual Education Parent training (Need 25 parents for 12 sessions of 2-3 hours)

Voted unanimously to recommend approval at the meeting on 5/30/18.

Student Input:

Students reviewed comments from last year's meeting and were updated on progress related to each item.

They continue to request/support a move away from a class devoted to MS Office software, and more training in Google based products and services.

Paper usage continued to be a concern, with the implementation of more devices, the students would like to see less paper-based (worksheet) homework.

A suggestion was made to implement the open computer lab at times when CHS teacher had assigned multiple projects/reports.

Continued calling for increased number of devices and fewer printed textbooks.

Renewed their concerns about the condition of the 500 wing restrooms.

Discussed their desire to be allowed to decorate graduation caps.

Generally pleased with the rigor of their classes, with special commendation going to the CHS Science Department for the interesting, engaging and challenging classes.

Continued discussion of Senior Project requirements. Relayed that the communication of expectations had improved greatly this year with one person now in charge of the program.

Renewed their request for giving teachers feedback at the end of each course.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Improve Student Achievement and Close Achievement Gaps

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Identified Need:

Student Achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board. A significant achievement gap remains between student sub groups – specifically between Hispanic and White students, and between those students eligible for free and reduced priced meals and students not eligible for that program.

Priority 4:

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks
- The English learner reclassification rate

Priority 7:

- Programs and services developed and provided to unduplicated pupils
- Programs and services developed and provided to individuals with exceptional needs

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.	Overall Status Score: ELA 38% Met & Exceeded Standard Math 33% Met & Exceeded Standard	Overall Status Score: ELA 44% Met & Exceeded Standard Math 39% Met & Exceeded Standard	Overall Status Score: ELA 50% Met & Exceeded Standard Math 45% Met & Exceeded Standard	Overall Status Score: ELA 56% Met & Exceeded Standard Math 51% Met & Exceeded Standard
	3rd Grade Status Score: Grade 3 ELA M&E 32% Grade 3 Math M&E 46%	3rd Grade Status Score: Grade 3 ELA M&E 38% Grade 3 Math M&E 52%	3rd Grade Status Score: Grade 3 ELA M&E 44% Grade 3 Math M&E 58%	3rd Grade Status Score: Grade 3 ELA M&E 50% Grade 3 Math M&E 64%
	Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth -1% Grade 4 ELA M & E 31% Grade 4 Cohort Math Growth -8% Grade 4 Math M & E 29%	Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 37% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 35%	Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 43% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 41%	Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 49% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 47%
	Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 32% Grade 5 Cohort Math Growth --11% Grade 5 Math M & E 20%	Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 38% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 26%	Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 44% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 32%	Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 50% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 38%
	Grade 6 Cohort ELA Growth 4% Grade 6 ELA M & E 29% Grade 6 Cohort Math Growth 1% Grade 6 Math M & E 19%	Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 35% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 25%	Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 41% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 31%	Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 46% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 37%
	Grade 7 Cohort ELA Growth 5% Grade 7 ELA M & E 42% Grade 7 Cohort Math Growth 13% Grade 7 Math M & E 31%	Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 48% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 37%	Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 54% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 43%	Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 60% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 49%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 8 Cohort ELA Growth 7% Grade 8 ELA M & E 44% Grade 8 Cohort Math Growth 3% Grade 8 Math M & E 37%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 50% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 45%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 56% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 51%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 62% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 57%
Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.	31 % in 14/15	34%	37%	40%
English Language Learners who show adequate growth will increase by 5%	54% in 14/15	59%	64%	69%
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	2 year average from 13/14 and 14/15 is 33% scoring 3 or higher	36%	39%	40%
English Learner Reclassification Rate	6.2% in 15/16	No data available due to switch from CELDT to ELPAC	TBD based on initial ELPAC test results.	TBD based on initial ELPAC test results.
7A, B, C. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year	11th Grade Status Score: Grade 11 ELA M&E 58% Grade 11 Math M&E 30%	Grade 11 ELA M&E 63% Grade 11 Math M&E 35%	Grade 11 ELA M&E 68% Grade 11 Math M&E 40%	Grade 11 ELA M&E 73% Grade 11 Math M&E 45%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

All Schools

Actions/Services

New

Modified

Unchanged

2017-18 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

1. Benchmark Advance – English Language Arts Curriculum TK-6
2. Springboard - English Language Arts Curriculum 7-8

2018-19 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

1. Benchmark Advance – English Language Arts Curriculum TK-6
2. Springboard - English Language Arts Curriculum 7-8

2019-20 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

1. New Staff - Provide English Language Arts Curriculum / English Language Development Curriculum / Math Curriculum
2. Next Generation Science Standards
 - a. K-3 – Unit Development

2017-18 Actions/Services

3. English in a Flash - English Language Development Curriculum (K-3)
 4. English 3-D - English Language Development Curriculum (4-8)
 5. Bridges – Math Curriculum
 6. Next Generation Science Standards
 - a. K-3 – Awareness Training
 - b. 4-6 Lesson Development
 - c. 7-8 Lesson and Unit Development
 - d. 9-12 Model Selection (Classic approach vs. Integrated Science approach)
 - e. Evaluate how to embed Health and Anatomy standards
- (Emphasize Academic Vocabulary . Norm/Expectation)
7. Assess English Language Development training needed by non – English Language Arts teachers.
 8. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,

2018-19 Actions/Services

3. English in a Flash - English Language Development Curriculum (K-3)
4. English 3-D - English Language Development Curriculum (4-8)
5. Bridges – Math Curriculum
6. Next Generation Science Standards
 - a. K-3 – Awareness Training
 - b. 4-6 Unit Development
 - c. 7-8 Unit Development& Assessment
 - d. 9-12 Unit Development& Assessment
 - e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials.
 - f. Send staff to training for toolkit use.
 - g. Begin Lesson and Unit planning to embed Health and Anatomy standards
7. Implement English Language Development training needed by non – English Language Arts teachers
8.
 - i. Recruit, and hire one additional TK – 8 Counselor
 - ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly
 - iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions.
 - iv. Implement an additional period of Designated English Language Development at CHS.
 - v. Organize, plan and staff a Gifted and Talented program at the TK – 8 level.
 - vi. Add funds to classroom budgets for teacher use in helping students meet standards.
 - vii. Add EMS yard duty staff for safety
 - viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor

2019-20 Actions/Services

- b. 4-6 Implementation
 - c. 7-8 Implementation
 - d. 9-12 Implementation
 - e. Complete Lesson and Unit planning to embed Health and Anatomy standards
3. Evaluate available Science Curriculum for adoption in 20/21 – Pilot as needed.
4. Implement English Language Development training needed by non – English Language Arts teachers
5. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
 - vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program

2017-18 Actions/Services

- iii. Increased budgets for site supplies,
- iv. Staff retention through salary increases;
- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2018-19 Actions/Services

- b. EMS additional teachers, paraprofessionals, Counselor
- c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
- d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
 - vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2019-20 Actions/Services

encroachment on General fund budget

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$14,000 Trainer Costs Budget Object Code 5800</p> <p>\$22,000 Staff Compensation Budget Object Code 1100</p> <p>\$230,000 Curriculum Budget Object Code 4100 & 4300</p> <p>a. BPS - additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code</p>	<p>\$6,000 Trainer Costs Budget Object Code 5800</p> <p>\$11,000 Staff Compensation Budget Object Code 1100</p> <p>i. \$110,000</p> <p>ii. \$25,000</p> <p>iii. \$5,000</p> <p>iv. No additional cost</p> <p>v. \$10,000</p> <p>vi. \$78,000</p>	<p>\$4,000 Trainer Costs Budget Object Code 5800</p> <p>\$6,000 Staff Compensation Budget Object Code 1100</p> <p>a. BPS – additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$717,170,</p>

Year	2017-18	2018-19	2019-20
	<p>2400, Counselor Budget Object Code 1200- \$717,170</p> <p>b. EMS - additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176</p> <p>c. CHS - Additional Teachers and class offerings (Spanish, AP, etc.)Budget Object code 1100- \$374,010</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-.\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>iv. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget- Budget Object Code 8980- \$355,796</p>	<p>vii.10,000</p> <p>viii. Continue</p> <p>a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$790,495</p> <p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$402,267</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796</p>	<p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$374,010</p> <p>d. District-Wide:</p> <p>i.School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention, , Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii.Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300- \$254,295,</p> <p>iii.Facilities: staffing, Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget – Budget Object Code 8980 \$355,796</p>
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 All

Location(s):
 All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

New

 Modified

 Unchanged

2017-18 Actions/Services

Data Related Training / Actions

1. Implement / Continue Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System.
 - c. Assess Infinite Campus Software as 9 - 12 Gradebook vs. School Loop
2. Begin Process of converting all Cumulative Files to electronic format.
3. Evaluate district-wide assessment practices.
4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems:
 - a. iReady.
 - b. NWEA=MAPs.
 - c. SBAC Interim Assessments.
 - d. Other
5. Determine whether new/modified system would be more beneficial to students.
6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1st – 11th Grades.)
7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators.
 - a. Include District – Wide and Site Specific items.
 - b. Ensure assessments provided in Curriculum are being utilized consistently.
8. Implement prescribed walk-thru protocols.
9. Assess walk-thru data and recommend site level or systemic changes.
10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.
11. Examine Instructional Year Calendar changes to facilitate deeper / more effective collaboration.
 - a. Instructional minutes @ each site.

2018-19 Actions/Services

Data Related Training / Actions

1. Continue Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System
2. Begin to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.
5. Begin Training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Implement any changes to Teacher Evaluation Document

2019-20 Actions/Services

Data Related Training / Actions

1. Schedule **New Staff** Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System
2. Continue to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.
5. Continue training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes. I
8. Implement any changes to Teacher Evaluation Document

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- b. Length and frequency of collaboration.
- c. Starting time (particularly at High School)
- 12. Assess Teacher Evaluation Document and present options for changes to all stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,720	\$4,000 Training	\$2,000 Training
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

All Schools

Actions/Services

New

Modified

Unchanged

2017-18 Actions/Services

Opportunities for Extension

1. Train teachers additional Advanced Placement offerings as resources and staffing are available.
2. Investigate possibility of adding dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Investigate implementation of StrengthsFinder as a support for all students and staff. Possible inclusion in the freshman wheel.
6. Create a “Newcomer” Homework Help club for Immigrant students newly arrived.

2018-19 Actions/Services

Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel.

2019-20 Actions/Services

Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings as resources and staffing are available.
3. Train **New Staff** for assisting students who are exceeding standards in:
 - a. Benchmark Advance – English Language Arts Curriculum TK-6
 - b. Springboard - English Language Arts Curriculum 7-8
 - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Continue inclusion of StrengthsFinder in the freshman wheel.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$2,000 StrengthsFinders Fee	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee
Source	LCFF Funds	LCFF Funds	LCFF Funds

Year	2017-18	2018-19	2019-20
Budget Reference	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Improve the atmosphere in our schools and the communication between school and home.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

Identified Need:

Priority 5:

- Middle school dropout rates
- High school dropout rates

Priority 6:

- Pupil suspension rates
- Pupil expulsion rates

Priority 7:

- Programs and services developed and provided to unduplicated pupils
- Programs and services developed and provided to individuals with exceptional needs

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be appropriately credentialed and assigned.	95% in 2016/17	100%	100%	100%
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100%	100%	100%	100%
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)	Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	Attendance or participation at or above baseline. DELAC participation up 19% from previous year.	Attendance or participation at or above baseline.	Attendance or participation at or above baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates will remain above 95%	96%	95%+	95%+	95%+
Number of students chronically absent will decrease by 10% from previous year	64 Students in 14/15	58 Students	52 Students	46 Students
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year	Middle School rate <1% High School rate 17.6% in 15/16	Middle School rate <1% High School rate 14.6%	Middle School rate <1% High School rate 11.6%	Middle School rate <1% High School rate 8.6%
High School Graduation rate will increase by 5% from previous year.	2016 85.6%	90.6%	95.6%	100%
Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.	2014/15 Suspension rates Burchfield Primary 0.4% 2 Students Egling Middle 11.4% 61 Students Colusa High 16.5% 67 Students 2014/15 Expulsions rate baseline Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 9.7% 52 Students Colusa High 14.0% 57 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 8.2% 44 Students Colusa High 11.6% 47 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 6.9% 37 Students Colusa High 9.9% 40 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.	Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline	Overall positive perceptions at or above baseline. Anecdotal observation only. HKCS will be administered again in the 18/19 SY.	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

All Schools

Actions/Services

New

Modified

Modified

2017-18 Actions/Services

1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices.
2. Ensure attendance, tobacco and other district wide policies are consistent.
3. Implement site-wide discipline vocabulary consistency.
4. Gather discipline data and evaluate in March.
5. Modify IC software so that there is admin approval before any level of discipline report goes home.
6. Implement student Gallop survey.
7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill.
8. Celebration of Reclassification for English Language Learners.

2018-19 Actions/Services

1. Implement Revised Discipline handbooks at each site.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Implement student Gallop survey and utilize results to guide improvement.
4. Continue to implement Celebrations of Reclassification for ELL.
5. Plan and implement homework help training sessions for parents K-8
6. Plan and present parent trainings on Illuminate and Infinite Campus
7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.

2019-20 Actions/Services

1. Review Emergency Operations Manual and revise as needed.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Implement student Gallop survey and utilize results to guide improvement.
4. Continue to implement Celebrations of Reclassification for ELL.
5. Plan and implement homework help training sessions for parents K-8
6. Plan and present parent trainings on Illuminate and Infinite Campus

2017-18 Actions/Services

- 9. Change Job Description of TK-8 counselor to focus more on behavioral health.
- 10. Plan and implement homework help training sessions for parents K-8
- 11. Plan and present parent trainings on Illuminate and Infinite Campus

2018-19 Actions/Services

2019-20 Actions/Services

d

Year	2017-18	2018-19	2019-20
Amount	\$1,100 Supplies	#1-7 \$1,100 Supplies #8 \$14,000 for CAFE Training	\$1,100 Supplies
Source	Base Budget	Base Budget	Base Budget
Budget Reference	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Improve access to, and use of, instructional technology and modern facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Identified Need:

Access to computers for students is not at the desired level. Technology-based instruction continues to be limited because access to devices is limited. As more instruction becomes based on use of devices, the demand continues to grow. Additionally, more devices cuts the time necessary to complete state testing. Facilities, while much improved after the Measure A Bond project, are dated and in need of modernization in many places.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to computers will increase at all levels.	Current ratio of devices 0.6/1	0.7/1 ratio	0.8/1 ratio	0.9/1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Electronic communication between school and home will increase.	Number of parents on email list in 17/18 will be baseline.	Baseline: 615 of 901 households have entered an email address	Baseline +10%	Baseline +20%
Instructional technology use will increase at all levels.	17/18 Walk-Thru Data will be baseline – frequency of device use will be metric	Baseline: TBD	Baseline +5%	Baseline +10%
General condition of facilities will improve as detailed in Facilities Master Plan	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

All

Location(s):

All Schools

Actions/Services

New

Modified

Modified

2017-18 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Investigate incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Assess Bring your own device policy and possibly recommend adoption.
4. Assess and possibly implement weekend technology lab access.
5. Advise community that the district is going to all electronic communication
6. Pursue one grant opportunity for technology.

2018-19 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Continue to investigate system allowing student use of safe, filtered, monitored school devices.
4. Continue to implement weekend technology/lab access.
5. Increase electronic communication except for items mandated to be supplied in hard copy.
6. Pursue one grant opportunity for technology.
7. Hire one additional Maintenance staff worker to improve facility upkeep.
8. Install updated phone system – safety concern.

2019-20 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Implement Phase II of Bring your own device policy if approved.
4. Continue to implement weekend technology lab access.
5. Increase electronic communication except for items mandated to be supplied in hard copy.
6. Pursue one grant opportunity for technology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	1. \$130,000	\$60,000

Year	2017-18	2018-19	2019-20
		7. \$78,000 8. \$80,000	
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,492,591

22.98%

Burchfield Primary	Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered.	\$717,170
Egling Middle School	Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes.	\$409,176
Colusa High/Alt. High/Home School	Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring)	\$374,010
District – Wide Miscellaneous	Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued.	\$320,174
District – Wide Technology	Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students.	\$254,295

District – Wide Facilities	Additional staffing; transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment.	\$333,310
District – Wide Federal Program Encroachment	Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding.	\$355,796
	TOTAL	\$2,728,929

LCAP Year: **2018–19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,861,465

23.68%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds (see instructions).

Additional teacher added to 4-6 Grade Levels to reduce class sizes \$70,000. Adding Mentor teachers for Interns and Lead Illuminate/Infinite Campus Positions at each site \$20,000

Use of supplemental and concentration funding by site:

Burchfield Primary	Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered.	\$790,495
Egling Middle School	Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes.	\$402,267
Colusa High/Alt. High/Home School	Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring)	\$405,128
District – Wide Miscellaneous	Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued.	\$320,174
District – Wide Technology	Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students.	\$254,295
District – Wide Facilities	Additional staffing; transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment.	\$333,310
District – Wide Federal Program Encroachment	Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding.	\$355,796
	TOTAL	\$2,861,465

The district determined these actions were the best use of funds based on numerous conversations with stakeholders, and through the recommendations from professional staff. The funding will assist unduplicated students by increasing the amount of individualized educational experiences; increasing parent involvement in CUSD schools; supplying students with current technology; and improving the physical environment of the schools. Additionally, the unduplicated students will have expanded Tier I and Tier II interventions to support them as they progress through the system. The specific actions and services for unduplicated students was determined on a site-by-site basis, and approved after discussions about whether those actions / services

aligned with district goals and philosophy. The sites and district are driven by the latest research into effective educational practice as reported in publications authored by Marzano, DuFour, Stiggins, Tomlinson, and others.

These services qualitatively and quantitatively impact the targeted students by enriching the educational programs without identifying the unduplicated student to the rest of the class.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

Colusa USD

Board Bylaw

Meetings And Notices

BB 9320

Board Bylaws

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold one regular meeting(s) each month. Regular meetings shall be held at **5:15 p.m. on the second Tuesday 5:15 PM on the third Monday** at the CUSD Conference Room,

745 Tenth St., Colusa, CA.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for

special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)
(cf. 2111 - Superintendent Governance Standards)
(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following:
(Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
- 54953 Meetings to be open and public; attendance

54954 Time and place of regular meetings
54954.2 Agenda posting requirements, board actions
54956 Special meetings; call; notice
54956.5 Emergency meetings
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxiliary aids and services
COURT DECISIONS
Wolfe v. City of Fremont, (2006) 144 Cal.App. 544
ATTORNEY GENERAL OPINIONS
88 Ops.Cal.Atty.Gen. 218 (2005)
84 Ops.Cal.Atty.Gen. 181 (2001)
84 Ops.Cal.Atty.Gen. 30 (2001)
79 Ops.Cal.Atty.Gen. 69 (1996)
78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

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

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

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

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

Colusa Unified School District 2018-19 Board Meeting Dates

August 20, 2018 @ 5:15 PM

September 17, 2018 @ 4:00 PM (New Staff Celebration)

October 15, 2018 @ 5:15 PM

November 19, 2018 @ 5:15 PM

December 17, 2018 @ 5:15 PM

* January 14, 2019 @ 5:15 PM

* February 11, 2019 @ 5:15 PM

March 18, 2019 @ 5:15 PM

April 15, 2019 @ 4:00 PM (Tenured Teacher Celebration)

May 20, 2019 @ 5:15 PM

June 17, 2019 @ 5:15 PM

*January Meeting: The Board Meeting will be held on January 14, 2019 due to the Martin Luther King Holiday on January 21, 2018.

*February Meeting: The Board Meeting will be held on February 11, 2019 due to the President's Day Holiday on February 18, 2019.

Colusa Unified School District



Governance Handbook *2018/2019*

Board of Trustees

Charles Yerxa, President

Melissa Yerxa Ortiz, Clerk

Kathie Whitesell, Trustee

Kelli Griffith-Garcia, Trustee

Michael Phenicie, Trustee

Superintendent

Dwayne K. Newman

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ELEMENTS OF EFFECTIVE GOVERNANCE

There are three dimensions to the effective governance of any organization. The CUSD Governance Handbook documents the governance responsibilities within these three dimensions.

Governing as a unified team with a shared vision to lead and serve the community.

Governing within a shared understanding of roles and responsibilities.

Creating and sustaining a positive governance leadership culture.

I. A Unified Team with a Shared Vision

CUSD Board of Trustees views a unified focus as the key element in fulfilling the Districts Mission and Vision. The Board's collective commitment to achieving its goals guides the actions and behaviors of all Trustees.

These focused efforts are reflected in the District's mission, vision, core values, and strategic improvement plans.

Our Mission

A **mission** is a specific task with which a group is charged. Colusa Unified School District's mission is to provide a safe, student-centered, high quality education to ALL students.

We, the Board, understand this to mean we have a covenant with the community to ensure that our schools are safe physically and emotionally. That the decisions we make put students' needs above the desires of others. We are committed to building a system where objective measures reflect high-level student performance academically, athletically, and social – emotionally. We are driven by these goals and understand that constant improvement and a growth focus guide our efforts. The term ALL students reminds us that equity and fairness are rights we protect for to each student in our schools.

Our Vision

Colusa Unified School District's **vision** is to provide, in cooperation with our families, an excellent, well-balanced education where students gain the skills necessary for success in an ever-changing world. This describes our ultimate goals for our students, district, and community.

We are committed to working collaboratively with the families who make up our community. We will reach our vision when each student excels in all aspects of their education. The Board recognizes that students need exposure to diverse and rich learning experiences. Our students must be ready for a world where their education, confidence, health, and skills allow them opportunities in their chosen future.

Core Values

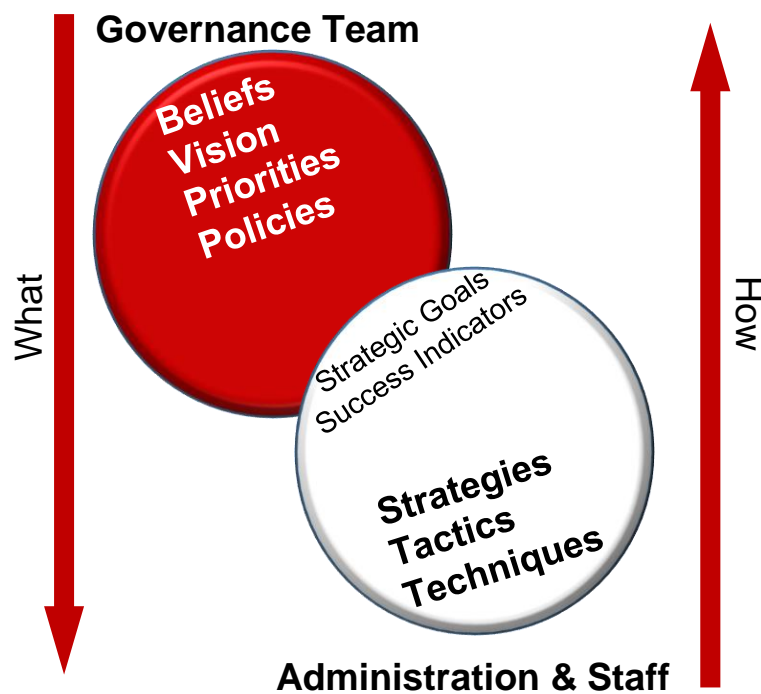
- Student's needs come first.
- Ethical and honest behavior only.
- Learning is an expectation for everyone in our system; students, staff, and leadership.
- Accountability for everyone.
- Transparent leadership is the way we roll.
- Respectful behavior.
- Achievement follows expectations.

Our Norms – how we will conduct ourselves and treat others.

Student focused	Proactive	Efficient	Punctual	Timely
Confidential	Empathetic	Open-Minded		
Positive	Risk-tolerant	Prepared		
Fun				

II. Shared Understanding of Roles and Responsibilities.

To effectively and efficiently lead the district, the entire governance team must have a clearly defined and understood set of roles, responsibilities, and working relationships. Agreeing to work within those parameters creates the trust necessary for leading systemic improvement.



The role of the Board is to ensure the values, beliefs, and priorities of the community are transformed into policies that serve as a driving force to focus and align all district efforts.

Effective Governance Teams

- Communicate a common vision.
- Keep the district focused on learning and achievement for ALL students.
- Value, support and advocate for public education.
- Govern within board adopted policies and procedures.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.
- Periodically evaluate the governance team's effectiveness.

Effective Trustees

- Govern in a dignified, professional manner, treating everyone with civility and respect.
- Operate openly, with trust and integrity.
- Take collective responsibility for the governance team's performance; agree on behavioral norms and operational protocols.
- Recognize and respect differences of perspective and style on the board and among staff, students, parents, and the community.
- Understand the distinctions between board and staff roles, and refrain from performing management functions that are the responsibility of the superintendent and staff.
- Understand that authority rests with the board as a whole and not with individuals.
- Keep confidential matters confidential.
- Participate in professional development and commit the time and energy necessary to be informed and effective leaders.

Characteristics of Effective Trustees



Trust

The title Trustee implies that we hold the trust of our constituency. We value that trust and accept the responsibility of educating the children of our community. To maintain and build that trust, we recognize the need to be effective board members.

Our words relay only about 7% of what we communicate. People interpret our meaning by observing our body language and listening to our tone of voice.

III. A Positive Governance Leadership Culture.

Exceptional boards make governance intentional, and create procedures and practices that can be thoughtfully adapted to changing circumstances. Protocols are tools to strengthen the capacity of the board to engage in a constructive relationship with the superintendent and staff– one grounded in a mutual understanding of the respective roles and responsibilities. Explicit norms and protocols, agreed to and upheld by the board and superintendent, provide transparency and stability in the governance relationship as the board carries out its role.

MEETING GUIDELINES

- Focus on students’ best interests
- Treat everyone with dignity and respect
- Listen openly
- Be open to ideas of others. Everyone’s opinion counts
- Work toward the future, learning from the past
- Promote a stable and consistent environment
- Be mindful of length of meetings, be brief with comments while avoiding repetition
- Share responsibility for the success of the board meeting

PROTOCOLS TO FACILITATE EFFECTIVE LEADERSHIP

Protocol	Agreement
Using Meetings as Strategic Leadership Tools	All governance team members agree that the board meetings are opportunities to strategically move the district forward, and to communicate direction, district priorities and progress to the community. The board agenda items will be linked to the Mission and Vision, as often as possible and appropriate. At the conclusion of each board meeting, the superintendent will review the calendar, including future topics.

Protocol	Agreement
Placing Items on the Board Agenda	<p>Any Board member may request an item be placed on the agenda. Members of the public may also ask for items to be added to the agenda. The following steps detail how proposed agenda items will be handled.</p> <p>Step 1. Board members should discuss the idea, concern or issue with the Superintendent, or one other Board member. If the request comes from a member of the public to the Superintendent, the Superintendent will discuss it with one Board member.</p> <p>Step 2. If, after the discussion, the matter is thought to be appropriate for discussion and within the Board's authority, contact the Superintendent and ask for the item to be added to the next meeting agenda. Forward any related documentation or information to the Superintendent.</p> <p>Step 3. The Superintendent and Board President will review proposed items and confirm they are appropriate for boardroom discussion. They will also determine whether the item should be heard in open or closed session.</p> <p>Step 4. In cases where the proposed item may have legal implications, the district's legal counsel will be contacted for advice or direction.</p> <p>Step 5. The Superintendent and Board President will draft an agenda. The agenda will be structured such that items of great interest to the public, or items which necessitate visitors or presenters appear early on the schedule.</p>
Protocol	Agreement
Agenda questions answered before a meeting	<p>The board packet will be available to all board members by the Monday prior to the board meeting. Whenever possible all relevant presentation materials, slides, analysis and information shall also be made available the preceding Friday and posted on-line.</p> <ul style="list-style-type: none"> • While occasionally additional information will be distributed on the evening of the meeting, this should be the exception rather than the rule. • The Superintendent shall include notes with the board packet. Those notes should explain any background information, or answer any questions which might reasonably be anticipated. • Board members agree to email or call the superintendent with questions or clarification on items in the board-meeting packet, as early as possible prior to the board meeting. The superintendent will use judgment as to whether this information will be distributed to all trustees. • The superintendent may direct a trustee to the appropriate staff member for answers to questions. • To the best of each board member's ability, they agree to provide staff with a 'heads up' about questions they plan to ask at a board meeting.

Protocol	Agreement
Individual Board Member Requests for information	<p>Board members requesting information will contact the Superintendent. A Board member will try to give a minimum of one day's notice for information requests before the board meeting.</p> <ul style="list-style-type: none"> • The Superintendent may direct a trustee to the appropriate staff member or will work with staff to provide the information. • Board members will be mindful of the workload of staff and will self-monitor requests to ensure that one member's requests will not divert an inappropriate amount of time from staff efforts to achieve district goals. • Board members recognize the concept of "Nice to Know vs. Need to Know" information and will seek information only needed for effective decision-making.
Protocol	Agreement
Staff Reports	<p>In order to promote an efficient and effective use of board meetings, staff reports will be submitted in the board packet prior to the board meetings, whenever possible.</p> <ul style="list-style-type: none"> • The board should receive monthly department reports which summarize accomplishments, address concerns, and inform the board of upcoming activities. • At the board meetings, staff may present an executive summary of the report and clarify any direction the staff is seeking from the Board. • Board members will review staff presentations prior to the board meeting, and call or e-mail in advance with questions as needed.
Protocol	Agreement
Board Deliberation	<p>Each board member brings unique skills, values and beliefs to the board table. The best possible decisions are likely when all members of the team have been part of the discussion and everyone is operating within the same parameters. This protocol promotes making the 'best' decision by welcoming all viewpoints, exploring all options, being efficient and avoiding repetition.</p> <ul style="list-style-type: none"> • The agenda describes when and how the public may speak to any given item. • The Board President introduces the item. • The staff makes the presentation, including the staff recommendation. The board asks clarification questions about the presentation. • The Board President may acknowledge any member of the public who wishes to speak. • The board may ask for further clarification, following public comments. • The President will ask for a motion. • If a motion is made, the President will ask for a second. (If there is no motion or no second, the item fails.) • After a second, the President will ask for further discussion. • The board deliberates and advocates. • At any point a Board member may "Call the Question" which, after a second, means all discussion stops and a vote immediately follows. • The board votes.

Protocol	Agreement
Allowing the majority to set the direction	<p>The board agrees there are multiple 'right' answers in addressing issues. Dissenting opinions are listened to respectfully. The final authority for board decisions rests with the board as a whole.</p> <ul style="list-style-type: none"> • Prior to a board decision, if a member of the public asks a trustee about a future board decision, the trustee will clarify that he/she is voting as an individual ("I" message). • Following a board decision the trustee agrees to fully support the majority decision ("we" message). • Following the decision, if trustees are approached by the media about the decision, they will refer the media to the Superintendent for additional information.
Protocol	Agreement
Individual Board Member Requests for Action	<p>Only the board, by formal board action, may direct staff.</p> <ul style="list-style-type: none"> • No individual trustee has the authority to either direct staff to take action or to cause action to be taken by staff indirectly. • Individual trustees shall take great care to ensure that communication to staff not imply direction nor assume that staff should take action based upon individual trustees' comments.
Protocol	Agreement
Handling Complaints from the Community	<p>The governing board is the unit of authority over the district and trustees understand that a board member has no individual authority or capacity to solve an issue or complaint.</p> <ul style="list-style-type: none"> • When approached by a community member with an issue or concern, board members will listen openly and seek understanding of the issue or concern. • Trustees will demonstrate their dedication and commitment to the governance team by clarifying their authority as one of five in all board decisions and actions. • Individual Board members should not commit the Board or Administration to any action or course. • If the person making the complaint has contacted multiple Board members, the Board member listening to the concern should advise that sharing any comments expressed by other board members is inappropriate. • The trustee will explain that the district has complaint policies in place and if appropriate, will let the community member know what the complaint policy is and how they may access the process or procedure. • All complaints should be handled first at the level where the issue occurred. Board members will use judgment in responding, being mindful of their role in judicial review. • Trustees will call and/or email the superintendent when they direct a community member to contact him/her.

Protocol	Agreement
Role in Public	<p>The Board understands the importance of being visible and accessible to the public.</p> <ul style="list-style-type: none"> • Trustees represent the board in what they say and do and will set an example of professionalism. • Board members understand that they are always representing the schools in the minds of community members. • All Board members should be prepared to advocate for the schools, and promote district programs and efforts.
Protocol	Agreement
Visiting Schools	<p>The board understands that periodic visitations to school sites are a valuable tool in understanding the culture of the school and increasing board member visibility.</p> <ul style="list-style-type: none"> • When visiting a school for business related to their child, the Board member should make every effort to clarify that they are acting only as a parent. • Trustees wishing to visit a school site will inform the superintendent and contact the site principal in order to arrange a date/time for the visit. • The principal/designee may accompany the trustee when visiting classrooms and school/site departments. • Periodically, the superintendent will arrange for Trustees to accompany him to visit school sites. Principals will normally be notified in advance that the Superintendent and Trustee(s) intend to visit.

Responsibilities of the Board:

1. We set the direction.
2. We establish the structure.
3. We create a supportive environment.
4. We ensure accountability.
5. We act as community leaders.

The Board Self Evaluation will consist of the following questions.

1. The expectations of my role are clear to me.
2. I am committed to the mission, vision, and values of CUSD.
3. I use my understanding of our mission, vision, and values to guide my contributions and decisions as a Board Member.
4. I have the resources I need to complete my CUSD-related roles and responsibilities.
5. I have actively participated in our Board Meetings.

6. As a Board, we encourage each other to share new ideas.
7. As a team, we are always well-prepared for meetings.
8. We always treat each other with the utmost respect.
9. We continually monitor objective metrics of student performance and their emotional connection to CUSD.
10. We involve families and our community to ensure alignment and success for our students.
11. I understand and abide by the boundaries between management & governance.
12. I help keep the Board focused on fiduciary and major strategic matters rather than day-to-day matters.
13. Regardless of differing viewpoints, we always act as a unified front once decisions have been made.
14. Our annual budget is fiscally responsible and aligned with the district's goals.
15. The success of our students and staff is extremely important to me.
16. As CUSD, we always do what is right for our students.
17. I work well with other Board members.
18. I enjoy being a CUSD Board member.
19. What percent of time in our Board meetings is focused on Student Achievement?
20. What is one thing we could do better as a Board?
21. Is there anything you'd like to add?

The Self-Evaluation will be administered **xxxx times** per year through an on-line survey and the results discussed in open session at a subsequent board meeting.

Appendix A

Selected Board Bylaws Related to Governance

9000 Role of the Board

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement.
2. Establishing an effective and efficient organizational structure for the district by:
 - a. Employing the Superintendent and setting policy for hiring of other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the district's instructional program
 - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support district priorities and goals

- c. Upholding Board policies
- d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
- 4. Ensuring accountability to the public for the performance of the district's schools by:
 - a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
 - b. Monitoring and evaluating the effectiveness of policies
 - c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements
 - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
 - e. Monitoring and adjusting district finances
 - f. Monitoring the collective bargaining process
- 5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

9005 Governance Standards

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

- 1. Keep learning and achievement for all students as the primary focus
- 2. Value, support and advocate for public education
- 3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
- 4. Act with dignity, and understand the implications of demeanor and behavior
- 5. Keep confidential matters confidential
- 6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
- 7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff
- 8. Understand that authority rests with the Board as a whole and not with individuals

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

- 1. Keep the district focused on learning and achievement for all students
- 2. Communicate a common vision
- 3. Operate openly, with trust and integrity
- 4. Govern in a dignified and professional manner, treating everyone with civility and respect
- 5. Govern within Board-adopted policies and procedures
- 6. Take collective responsibility for the Board's performance
- 7. Periodically evaluate its own effectiveness
- 8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

9010 Public Statements

The Governing Board recognizes the responsibility of Board members in their role as community leaders to participate in public discourse on matters of civic or community interest, including those involving the district, and their right to freely express their personal views. However, to ensure communication of a consistent, unified message regarding district issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate its positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board president or, if appropriate, by the Superintendent or other designated representative.

When speaking for the district, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership. Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves in a respectful, courteous, and professional manner and to model good behavior for district students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication, and the disclosure requirements of the California Public Records Act may likewise apply to them.

9200 Limits Of Board Member Authority

The Governing Board recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Superintendent. Board members shall refer Board-related correspondence to the Superintendent for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be handled through the appropriate district process.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom.

The Superintendent or designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

9323 Meeting Conduct

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

Quorum and Abstentions:

The Board shall act by majority vote of all of the membership constituting the Board.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item.
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law.
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.
4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the

opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak.

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
6. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. In addition, the Board may not prohibit public criticism of district employees. Whenever a member of the public initiates specific complaints or charges against an employee, the Board president shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.
7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the president to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement.

Recording by the Public

The Superintendent or designee shall designate locations from which members of the public may broadcast, photograph, or tape record open meetings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board.

9400 Board Self-Evaluation

The Governing Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that district governance effectively supports student achievement and the attainment of the district's vision and goals.

The evaluation may address any areas of Board responsibility, including but not limited to Board performance in relation to vision setting, curriculum, personnel, finance, policy, collective bargaining and community relations. The evaluation also may address objectives related to Board meeting operations, relationships among Board members, relationship with the Superintendent, understanding of Board and Superintendent roles and responsibilities, communication skills, or other boardsmanship skills.

The Board shall be evaluated as a whole. Individual Board members also are encouraged to use the evaluation process as an opportunity to privately assess their own personal performance.

Each year the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures a reasonable number of previously identified performance objectives. Videotape of a Board meeting may be used as an evaluation tool only with the consent of all Board members.

Any discussion of the Board's self-evaluation shall be conducted in open session. At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or others to provide input into the evaluation process.

Following the evaluation, the Board shall develop strategies for strengthening Board performance and shall establish priorities and objectives for the following year's evaluation.

Notice of Intent

This is to serve as a public notice with the intent to employ the named person(s) below on the basis of a Variable Term Waiver as a Reading Specialist for the school year 2018-2019. This waiver will allow the employee to work with our Tk-3rd grade students.

1. Name: Melissa Slocum
Subject: Reading Specialist
Grade Levels: Tk – 3rd Grade
School Site(s): James M Burchfield Primary School

The Single Plan for Student Achievement

School: James M. Burchfield Primary School
CDS Code: 06-61598-6003495
District: Colusa Unified School District
Principal: Jesse Rodriguez
Revision Date: 5-14-18

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jesse Rodriguez
Position: Principal
Phone Number: 5304585853
Address: 400 Freemont St.
Colusa, CA 95932
E-mail Address: jesse.rodriguez@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 28, 2016.

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School Vision and Mission

James M. Burchfield Primary School's Vision and Mission Statements

In conjunction with our district mission statement "to 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 work as a team to offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves, others, and develop a sense of integrity.

School Profile

Colusa is a small, rural farming community approximately seventy miles north of Sacramento. Growth has been stable from the previous year. Burchfield Primary is a transitional kindergarten through third grade school. Burchfield Primary School is the only public elementary school in the town. There are 437 students. According to CBEDS, 75% of our students are on free or reduced breakfast or lunch. Burchfield Primary School is a school wide Title 1 site. There are two major languages spoken: English and Spanish. The ethnicity levels are: 74.5% Hispanic, 19% White, and 6.5% Other.

Burchfield Primary School staff is composed of one principal, twenty-three full time equivalent classroom teachers, a Physical Education teacher, a reading specialist, a part-time music teacher, a special education teacher, a speech therapist, a part-time school psychologist, a part-time nurse, ten part-time paraeducators, one full time bilingual paraeducator, one administrative assistant, 2 part-time attendance clerks, and a part-time librarian. Staff members are committed to providing a warm, safe and caring environment in which all students can learn. Students are recognized for academic growth and social interaction at the end of each trimester.

All students gain from the opportunity to build a strong literacy base, enabling them to succeed in the core curriculum. Teachers use ongoing assessments to show progress throughout the grade levels. Other programs include psychological services, adaptive physical education, cross-age tutors, a Chico State University Ag Extension nutrition program, "reading buddies," a Student Study Team, 5-way intervention meetings, teacher data meetings, a school wide intervention program, after school tutoring, Kinder Camp, PeaceBuilders, Love and Logic, and Colusa County Behavioral Health counseling services on site.

Grade level teachers meet regularly to plan collaboratively, review data, and discuss student progress. Students are released early on Wednesday for school wide collaboration and staff development. TK and Kindergarten students attend school 212 minutes a day through November 2017 and 289 minutes for the remainder of the 2017-2018 school year and first through third grade students attend school 289 minutes a day. All teachers and paraeducators are NCLB compliant and highly qualified.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff was surveyed using online survey in the Fall of 2016 regarding curriculum, instruction, assessment, learning environment, resources, leadership, relationships, and policies. The surveys indicated that the staff agreed that in the areas of curriculum and instruction, there needs to be more training and implementation for the ELD curriculum with reading support for students from the Reading Specialist including adopting a Common Core ELA curriculum for all grade levels to be implemented the 2017-18 school year. The majority of staff members stated that the professional development content that was received met their professional needs. There was a 50% agreement that parent contact takes place weekly if not daily through notes, emails, phone calls, and in

person. In the Fall of 2017, staff was surveyed regarding campus safety. The survey indicated that the staff agreed locking campus gates at the 8:13 a.m. school instructional start time and unlocking the campus gates at the 2:15 dismissal time adds to the preventative measures of keeping the campus safe.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by the principal on a weekly basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of assessments such as the California English Language Development Test (CELDT), English Language Proficiency Assessments for California (ELPAC), the Smarter Balanced Assessment Consortium (SBAC), and local grade-level assessments are utilized to analyze our curriculum. The results help us in modifying our curriculum and instructional practices in order to help students achieve to their potential. The most recent state data, 2017, indicates the students at Burchfield Primary School showed growth in both ELA and Math. The performance gap between Hispanic and White Subgroups have dropped from 27% to 22% in ELA and 28% to 20% in Math since 2015. The performance gap between Free and Reduced lunch and Non-Free and Reduced lunch Subgroups have dropped from 33% to 18% in ELA and 33% to 15% in Math since 2015.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Common Core curriculum embedded assessments are given at least every three to four weeks to monitor student progress. The data from these assessments are used to monitor ongoing student progress, identify individual student needs, inform decisions regarding classroom and school-wide instructional practices, and determine effectiveness of instructional practice and implementation of our curriculum.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The school staffs all classrooms with fully credentialed, highly qualified teachers, meeting the requirements of the No Child Left Behind (NCLB) Act.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Burchfield Primary School has sufficient credentialed teachers who received AB 466 training for our previous language arts adoption and will receive AB 466 training on new SBE-adopted instructional materials when it is available. All teachers will participate in PD for ELD, Math, Reading, and Writing throughout the 2017-18 academic year. Teachers will be provided with 1 to 2 release day's per year to meet as a grade-level teams and review curriculum pacing, sharing instructional strategies, and observing best practices in other schools.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Common Core standards based instruction has been a priority for staff development. Staff development is based on assessed staff needs, SBAC and CELDT results and grade-level assessments. Weekly collaboration time is scheduled for all teachers and three days of teacher training is scheduled each year. Pacing guides have been established and reflect alignment of curriculum, instruction and materials with state standards.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

A full time reading specialist assists and supports teachers with language arts data, curriculum, training and interventions. School wide staff development is provided as support for the adoption and implementation of the CCSS by grade-level teams. Early release time is provided twice a month for grade level PLC meetings.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have release time for collaboration every Wednesday afternoon and are released at least once each trimester by grade level to collaborate, analyze data, share strategies for implementation of CCSS, PLC's, Common Formative Assessments, share best practices, and plan curriculum plan relative to their grade level.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Standards-based textbooks are used for students in the subjects of language arts, reading, and math. Instruction is regularly monitored for alignment with the common core standards. State Approved supplemental materials for Math, ELA, and Science will be implemented by teachers as needed. Classroom observations and conferencing with teachers about instructional practices aligned with the California Standards for the Teaching Profession will take place.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Burchfield Primary School meets the required instructional minutes for language arts and mathematics for all students. This time is given priority and protected as much as is possible from interruptions.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing guides have been developed at each grade level in both language arts and math. Teachers will also provide differentiated instruction during the day for all students, integrated and designated ELD, targeted ELA intervention and enrichment, and provide small group interventions within the classroom as time allows.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students including English Language Learners, at-risk students, and socio-economically disadvantaged students are instructed with standards-based curriculum. State textbook funds are allocated for this purpose.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials are SBE-adopted and aligned with the state common core standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided to assist underperforming students:

- *After school tutoring
- *Reading intervention programs
- *High school mentoring program
- * English Language Development (Integrated and Designated)
- *Teacher grade level collaboration to analyze data and target the needs of underperforming students
- *Differentiated instruction to meet the needs of students at all levels
- *School library provides educational materials and programs to meet the needs of all levels of learners
- *Technology resources are provided and integrated into the curriculum during class instruction
- *New teachers are supported through the Tri County Induction Program (TCIP)/(BSTA) through Sutter County Office of Education

14. Research-based educational practices to raise student achievement

We have worked with an ELA and Math consultants to integrate common core, research-based strategies to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Some of the resources available are:

- * District-provided translation services for English-Spanish
- *Translations at Parent/Teacher Conferences, IEPs, SSTs, and all school communication in writing
- *After-School program for grades 1st - 3rd
- *Colusa County Library
- *After School Tutoring
- *Multi-disciplinary team
- *Summer school program
- *School attendance review board (DART)
- *Local Child Care Planning Council funding support
- *First Five
- *Kinder-Camp

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide the following services:

- *Title 1 reading specialist teacher and reading intervention aides

- *After School Intervention

18. Fiscal support (EPC)

- *Title I

- *LCFF

Description of Barriers and Related School Goals

The main challenge that Burchfield Primary School faces is a changing population. Additional challenges include: English learner literacy skill acquisition, ELD alignment to common core curriculum, data collection and analysis, implementing standards based instruction with the new CCSS, high number of Social and Economically Disadvantaged Population, decrease in county library funding, and a large number of children without health insurance.

In looking at our current school population, CELDT scores are one of the most significant changes and challenges that we face. Each year we administer the CELDT test to approximately 70 students entering kindergarten. This number has been consistent for the last three years. It indicates that we have an increase in the number of English Learners. However, the students' ability to speak English has changed dramatically. In 2015, we tested sixty-eight kindergarten students and 28 had a CELDT score of "1", 17 had a CELDT score of "2", 19 had a CELDT score of "3", and 4 had a CELDT score of "4". For the 2015 school year, approximately 53% of the student population are English Learners. The incoming Kindergarten students are expected to acquire academic English and compete with their English speaking peers on the SBAC test in third grade. Our Special Education population has also changed in the past few years. Not only have we had an increase of entering kindergarten students that receive Special Education services, but our total numbers have also increased.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	128	129	104	126	126	104	125	126	99.0	98.4	97.7
All Grades	105	128	129	104	126	126	104	125	126	99.0	98.4	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2387.7	2389.2	2403.0	11	8	12.70	21	23	26.19	24	26	32.54	44	43	28.57
All Grades	N/A	N/A	N/A	11	8	12.70	21	23	26.19	24	26	32.54	44	43	28.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	12	10	11.11	50	38	53.17	38	51	35.71
All Grades	12	10	11.11	50	38	53.17	38	51	35.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	10	15.87	50	50	54.76	39	40	29.37
All Grades	9	10	15.87	50	50	54.76	39	40	29.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	6	12.70	60	70	62.70	33	24	24.60
All Grades	7	6	12.70	60	70	62.70	33	24	24.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	13	21.43	54	53	50.79	32	34	27.78
All Grades	13	13	21.43	54	53	50.79	32	34	27.78

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	105	128	129	104	126	126	104	126	126	99.0	98.4	97.7
All Grades	105	128	129	104	126	126	104	126	126	99.0	98.4	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2399.8	2407.8	2418.3	9	12	12.70	28	33	34.92	26	21	24.60	38	35	27.78
All Grades	N/A	N/A	N/A	9	12	12.70	28	33	34.92	26	21	24.60	38	35	27.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	25	24.80	39	32	40.80	38	44	34.40
All Grades	21	25	24.80	39	32	40.80	38	44	34.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	11	17	20.80	50	46	52.00	38	37	27.20
All Grades	11	17	20.80	50	46	52.00	38	37	27.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	17	23.20	50	57	59.20	31	26	17.60
All Grades	18	17	23.20	50	57	59.20	31	26	17.60

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				18	38	17	27	13	42	27	25	17	27	25	25
1	6	4	14	36	39	39	37	43	38	14	14	4	7		5
2		2		32	29	30	50	35	41	10	29	24	8	5	5
3	2	2	2	18	10	16	45	46	49	18	34	20	16	7	13
Total	3	2	5	29	28	27	42	40	42	15	25	15	11	5	10

Conclusions based on this data:

1. 28% are Advance and Early Advanced
2. 42% are Intermediate
3. 30% are Early Intermediate and Beginning

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				6	8	8	28	19	23	25	34	36	41	40	33
1	7	4	14	36	39	38	36	42	40	13	14	3	9	2	5
2		1		30	28	28	49	36	40	9	26	25	11	9	8
3	2	2	2	20	9	18	46	42	48	17	36	20	15	11	13
Total	2	2	4	23	20	22	38	33	37	17	27	21	20	18	16

Conclusions based on this data:

1. 23% are Advance and Early Advanced
2. 37% are Intermediate
3. 42% are Early Intermediate and Beginning

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA/Math - Pupil Outcomes
LEA GOAL:
Improve student achievement and close the achievement gaps
SCHOOL GOAL #1:
Improve student achievement and close achievement gaps.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) Benchmark Advance (ELA) Assessments Common Formative Assessments CELDT Data Classroom Walk-Through Monitoring Lesson Plans Writing Prompts
Findings from the Analysis of this Data:
Overall ELA averages show approximately 35% of students are proficient, 37% are approaching grade level, and 28% are performing below grade level. Overall Math averages show approximately 48% of students are proficient, 25% are approaching grade level, and 27% are performing below grade level.
How the School will Evaluate the Progress of this Goal:
California Assessment of Student Performance and Progress (CAASPP) and Local Assessments Benchmark Advance Assessments Bridges Assessments Teacher-created formative assessments Classroom monitoring Lesson Plans Survey results PLC's Teacher Collaboration Writing Prompt Rubrics Fluency Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> -Detailed Pacing Guide - Language Arts and Math grade level teams - Weekly collaboration opportunities - Full implementation of CA Benchmark Advance/ Bridges Math Curriculum - Alignment of CCSS to curriculum - Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum -PLC Grade Level Groups 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will meet in PLC groups to analyze assessments and plan instruction.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
<p>Assessment:</p> <ul style="list-style-type: none"> -Students will be monitored bi-weekly by their classroom teacher on progress toward benchmark goals in ELA -End of unit assessments for ELA and Math - ELA Intervention groups - Differentiated instruction ELA/Math - Flexible grouping -bi-weekly Progress Reports 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will provide instruction and assess student performance to monitor instruction and student growth.	1000-1999: Certificated Personnel Salaries		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> -Implement Footsteps2Brilliance in Kindergarten -Implement AR Reading and LEXIA in Kindergarten and First Grades -Language Arts/Math Leadership Team - Weekly collaboration opportunities - Grade level data meetings - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development -Implementation of district wide learning goals/strategies (use of complete sentences, think/pair share, multiple ways to respond, and random calling) -Active Participation strategies -Student engagement strategies for lesson delivery -Grade level lesson studies - Targeted intervention program -Conduct SST before retentions take place 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extended learning time: <ul style="list-style-type: none"> - Before and after school target tutoring -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018 - Summer School - After School Education & Safety Program 	August 2018-June 2019 Before & After school Summer	Teachers, Reading Specialist, Principal, Paraprofessional, ASES Coordinator, ASES Paraprofessionals	Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks. ASES Personnel provide homework support to students.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	25,000
Increased educational opportunity: <ul style="list-style-type: none"> - ELD/ELA targeted intervention program for all CELDT levels and targeted intervention/enrichment during UA time 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries		
Learning opportunities for high achieving students <ul style="list-style-type: none"> -Differentiated enrichment instruction for ELA and math in the classroom -Differentiated targeted instruction during our UA pull out time 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Provide educational opportunities to high-achieving students.	1000-1999: Certificated Personnel Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development and collaboration: <ul style="list-style-type: none"> - Site committees -Common Core aligned Standard Based report cards -ELA/ELD/Math consultants - Wednesday collaboration opportunities - Buy Back/Pre-service days; training on timely data analysis - Classified trainings -Standards and measures used to support learning and continuous improvement -Professional development systematic and ongoing -Data-driven decision making linked to learning -School systems evaluated -Practices of Quality Professional Learning Standards - Love and Logic Training -Staff collegiality Essential 55 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals	Opportunities for both certificated and classified personnel to collaborate and obtain professional development.	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	5,000
Involvement of staff, parents and community: (including interpretation of student assessment results to parents) <ul style="list-style-type: none"> - ELAC, DELAC, SSC 	August 2018-June 2019	Teachers, Principal, Parents	Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school) <ul style="list-style-type: none"> - Back to School Night/Open House - Summer School - Pre-school, Kindergarten and 4th grade Orientations -Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness 	August 2018-June 2019	Teachers, Reading Specialist, Principal, Paraprofessionals, Librarian, Summer Administrator, Middle School personnel, Preschool Directors	Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success.	1000-1999: Certificated Personnel Salaries	General Fund	2,000
Supplies: <ul style="list-style-type: none"> -Teachers will have necessary materials and supplies 	August 2018-June 2019	Principal, admin. asst.	Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year.	4000-4999: Books And Supplies	LCFF - Base	20,000
Reprographics: <ul style="list-style-type: none"> -Contract with District Reprographics --Students will be provided copies of instructional material to support learning 	August 2018-June 2019	Principal and District Office	Allocate funds to be able to provide homework packets to reinforce learning at home.	4000-4999: Books And Supplies	LCFF - Base	5,000
Technology: <ul style="list-style-type: none"> - Purchase Technology Equipment to support student learning in all grade levels. -Purchase computer literacy program 	August 2018-June 2019	Principal and IT Dept.	Provide teachers and students with functional technology to assist with the delivery of instructional content to students	4000-4999: Books And Supplies	LCFF - Base	40,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Atmosphere and communication
LEA GOAL:
Improve the atmosphere in our schools, and the communication between home & school.
SCHOOL GOAL #2:
Improve the atmosphere in our schools, and the communication between home & school.
Data Used to Form this Goal:
District Satisfaction Surveys Walk- Throughs SSC Meeting Minutes ELAC Meeting Minutes
Findings from the Analysis of this Data:
Burchfield Primary School provides the community with a safe, nurturing learning environment for students, staff, and parents. However, there is a need to increase parent involvement.
How the School will Evaluate the Progress of this Goal:
Student Achievement Data District Satisfaction Surveys Walk- Throughs SSC Meeting Minutes ELAC Meeting Minutes Parent Participation in School Events Parent/Teacher Conference Participation Parent Education Evenings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Ongoing Communication:</p> <ul style="list-style-type: none"> -Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading. -Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals. -Parent/Teacher Conferences -Bilingual Monthly Newsletter -Bilingual Classroom Newsletters -Bilingual School Website -Bilingual Parent Handbook -Timely phone calls to parents -Correspondence between school and families 	August 2018 - June 2019	Teachers, Reading Specialist, Principal, Classified Personne	School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and though the year to inform families of their student's academic progress.	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parents in Helping their Children at Home: <ul style="list-style-type: none"> -Encourage parents to read to their children daily -Offer Bilingual books -Assign homework in a way that encourages parents to be actively involved with their child's homework and study time. -Assign realistic amounts of homework. -Parent Education Nights Footsteps2Brilliance Parent training 	August 2018 - June 2019	Teachers, counselor, Principal, reading specialist	Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies		
Increase School Climate: <ul style="list-style-type: none"> -Decrease Pupil suspension rates - Parent surveys on the sense of student achievement, safety, and school connectedness -School Nurse Support 	August 2018 - June 2019	All Personnel	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.			
Physical: <ul style="list-style-type: none"> -School/District Safety Plan: clearly communicated rules - Safety Committee 	August 2018 - June 2019	All Personnel	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social — Emotional: <ul style="list-style-type: none"> - Peace Builders -Recognition Assemblies -Incentives for positive behavior -Manners Matter -Rules and norms clearly communicated -Clear and consistent response for violations; -Timely responses to verbal and emotional bullying; - Conflict resolution taught in school -Love and Logic -ASES Program 	August 2018 - June 2019	All Personnel	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. Purchase incentives to encourage positive school climate.	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Quality of Instruction: <ul style="list-style-type: none"> -High expectations for student achievement -Increased rigor in instruction -All learning styles honored -Assistance provided when needed -Learning linked to "real life" -Engaging materials -Students are engaged learners -Use of Active Participation strategies -Use of praise/reward -Opportunities for participation by all students -Use of objective language when describing student abilities -Staff are enthusiastic about their work -Students connected to one or more adults --Students/staff have a sense of community 	August 2018 - June 2019	Principal, Reading Specialist, Teachers	Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards.			
Environmental Adequacy: <ul style="list-style-type: none"> -Cleanliness and order of facilities; --Adequate space, materials, and time. 	August 2018 - June 2019	Maintenance Personnel				
Provide General First Aide for students	August 2018 - June 2019	Nurse, teachers, yard duty staff, office staff, counselor, principal	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice.	4000-4999: Books And Supplies	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Involvement Opportunities <ul style="list-style-type: none"> • -ELAC • -DELAC • -SSC • -Parent Club • -Parent Evenings for: ELA, math, HW information 	August 2018 - June 2019	Teachers, Principal, Counselor, Nurse, Parents	Will provide learning opportunities for parents in a variety of areas	1000-1999: Certificated Personnel Salaries		250

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology and Facilities
LEA GOAL:
Improve access of technology and modern facilities of our schools.
SCHOOL GOAL #3:
Improved access to, and use of, instructional technology and modern facilities.
Data Used to Form this Goal:
District Surveys SSC Meeting Minutes ELAC Meeting Minutes
Findings from the Analysis of this Data:
Burchfield Primary School has designated one to one use of chromebooks in grades 2-3 and have access to various educative software in both ELA and Math. Grades K-1 are in need of one to one chromebooks. Facilities were upgraded during the 2017 summer with bond money.
How the School will Evaluate the Progress of this Goal:
District Surveys SSC Meeting Minutes ELAC Meeting Minutes Facilities Inspection Tool (FIT)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Chromebooks in grades K-1: <ul style="list-style-type: none"> • make software programs available to students/parents at home • Footsteps2Brilliance • Reflex Math • Lexia 	August 2018-June 2019	IT Department	Tech Department to distribute chromebooks adequately and equitably	4000-4999: Books And Supplies	LCFF - Base	40,000
Indoor Facility upgrades <ul style="list-style-type: none"> • carpet • furniture 	August 2018-June 2019	Maintenance Personnel	Replace Library carpet and upgrade office and classroom furniture.	5000-5999: Services And Other Operating Expenditures	LCFF	19,000
Allow access to facilities: <ul style="list-style-type: none"> • Parent Movie Nights • Footsteps2Brilliance Parent training • Donuts with Dad • Muffins with Mom 	August 2018-June 2019	Principal, Administrative Assistant, Parent Club	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts/Mathematics - Pupil Outcomes
SCHOOL GOAL #1:
Progression of increase of students on benchmark or above in fluency and comprehension each trimester for all sub groups in English Language Arts. Raise achievement for all students in Mathematics while narrowing the achievement gap between Hispanic and Caucasian students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support to teachers and administrators in the area of testing and data analysis.	July 2018 - June 2019	District Office, Principal, Reading Specialist	Provide trainings	1000-1999: Certificated Personnel Salaries	General Fund	10,000
Document Tracking Systems is utilized district-wide by site and district administration to create, organize, and post the SPSA, Safety Plan, SARC, and LCAP.	July 2018 - June 2019	District Office and School Principal		4000-4999: Books And Supplies	LCFF - Base	2,000
Data Management System - Illuminate	July 2018 - June 2019	District Office, School Principal, Teachers, Reading Specialist		4000-4999: Books And Supplies	Title I Part A: Allocation	2,500
Plan and provide professional development for teachers for the implementation and assessment programs related to the common core state standards	July 2018 - June 2019	District Office, Principal, Reading Specialist		5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000
Provide support to teachers and administrators in the area of curriculum and instruction, special programs, and assessment to improve the academic achievement of EL students.	July 2018 - June 2019	District Office, Principal, Reading Specialist				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full Day Kindergarten Classes	November 2018 - June 2019	District Office, Principal, K teachers				
Have a structured 3 Tiered RtI program in place. Student assessment data will be reviewed on a regular basis, students will be targeted for intervention and progress monitoring will determine the success of the program.	July 2018 - June 2019	District Office, Principal, Reading Specialist, SST and IEP team				
The district will continue to provide professional development on the Bridges Math curriculum for year 3 of the adoption.	July 2018 - June 2019	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000
The district will provide professional development for the newly adopted ELA program which will be ongoing for every year of the adoption.	July 2018 - June 2019	District Office, Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Atmosphere and Communication
SCHOOL GOAL #2:
. Improve the atmosphere in our schools, and the communication between home & school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide ongoing translation services in Spanish to parents orally and written.	July 2018- June 2019	District Office, Principal		2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	45,000
Provide training, materials, childcare and light snacks for parent involvement in school committees.	July 2018- June 2019	Principal		4000-4999: Books And Supplies	LCFF - Supplemental	2,500
Compliance laws are met as parents are notified of student's EL Status and test results.	July 2018- June 2019	Principal, counselor				
Monitor and improve student attendance, discipline, and the independent studies program.	July 2018- June 2019	Principal, Attendance Clerks, teachers				
A parent engagement program that supports parents and encourages their involvement in the schools and assisting their children at home. <ul style="list-style-type: none"> -Back to School Parent Orientation -Parent Education Nights 	July 2018- June 2019	All Personnel				
Clerical Support to provide the schools with district support.	July 2018- June 2019	Principal, Clerical staff				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Technology and Facilities
SCHOOL GOAL #3:
Improved access to, and use of, instructional technology and modern facilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Chromebooks will be purchased by the district and provided to the sites for support in the implementation of one to one technology.	July 2018 - June 2019	District Office, IT Department		4000-4999: Books And Supplies	General Fund	40,000
The district will replace carpet for facilities.	July 2018 - June 2019	District Office and Maintenance Department		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,000
The district will provide funds to replace needed office/classroom furniture.	July 2018 - June 2019	District Office and Principal		5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	13,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	120,000	106,000.00
Title II Part A: Improving Teacher	72,000	72,000.00
Title III	15,158	15,158.00
After School and Education Safety	112,500	87,500.00
LCFF - Supplemental	109,590	109,590.00
Lottery: Instructional Materials	15,000	15,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	25,000.00
General Fund	2,000.00
LCFF	19,000.00
LCFF - Base	108,500.00
Title I Part A: Allocation	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,000.00
Goal 2	3,750.00
Goal 3	59,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jesse Rodriguez	X				
Socorro Vargas		X			
Rana Brent				X	
Maribel Hughes				X	
Maria Medina				X	
Rosemary Hicks			X		
Heather Hamilton		X			
Trish Haugh		X			
Carmen Valdez				X	
Numbers of members of each category:	1	3	1	4	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature

Maria L. Medina

Signature

Signature

Signature

Signature

Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5-14-18.

Attested:

Jesse Rodriguez

Typed Name of School Principal

Jesse Rodriguez

Signature of School Principal

5-14-18

Date

Maribel Hughes

Typed Name of SSC Chairperson

Maribel Hughes

Signature of SSC Chairperson

5/14/18

Date

The Single Plan for Student Achievement

School: George T. Egling Middle School
CDS Code: 06-61598-6057152
District: Colusa Unified School District
Principal: Jody Johnston
Revision Date: March 20, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jody Johnston
Position: Principal
Phone Number: (530) 458-7631
Address: 813 Webster Street
Colusa, CA 95932
E-mail Address: jjohnston@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

George T. Egling Middle School's Vision and Mission Statements

Vision - 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.

Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.

Guiding Principles -

High Expectations: are set for all students to maximize their potential. All students have the ability to learn. Students who need help in achieving the standards receive support from the entire school 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: Egling Middle School has implemented California Common Core Standards. All students are engaged in a rigorous curriculum. This year we are refining our implementation of our new math programs that were adopted Colusa Unified School District. Bridges published by the Math Learning Center has been implemented in Kindergarten through grade 5. In grades 6-8, Connected Mathematics 3 (CMP3) published by Pearson Education and Integrated I published by Carnegie learning is used in our high level 8th grade math course. Common Core aligned English Language Arts and English Language Development materials have been adopted. In all subject areas, students are expected to support their learning by referencing textual evidence. 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. Students are exposed to weekly character education topics and quotes.

School Profile

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 550 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, GATE, leadership classes, journalism, choir, band, enrichment classes in 7th and 8th grades, English Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. All students receive computer instruction both in a lab setting and in the classroom on Chromebooks. A variety of sports are offered at 7th and 8th grade students including girls and boys basketball, girls volleyball, 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.

Egling Middle School Staff--Credentialed staff includes 31 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 0.5 counselor, 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office assistant, 1 after school program director, 2.5 bi-lingual instructional assistants, 3 instructional assistants, 7 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria staff members and 3.5 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 right to fail. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. New character education topics are taught weekly. 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 online through our grade reporting system, Illuminate (4th-6th grades) and Infinite Campus (7th and 8th grades). Parent conferences are held in October 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 with administrators 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 Credit Recovery and 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, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through enrichment classes taught by teachers during 9th period. The state required instructional minutes are met in all grade levels.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Egling Middle School administers the California Healthy Kids Survey to 7th graders and parents every three years. In 2015 80% of 7th graders reported to have caring adults in thier lives that have high expectations of them. 98% of 7th graders reported that they do not use drugs or alcohol. Again in 2018 the California Healthy Kids Survey will be administered to 7th graders, parents and staff.

Colusa Unified School District has administered a district wide climate survey to teachers. The majority of our teachers expressed satisfaction with the climate of schools within the Colusa Unified School District.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walk-throughs are conducted by the Principal and the Assistant Principal. The Reading Specialist also visits classrooms to help refine reading instruction in 4th through 6th grades. Observable strategies include but are not limited to posted objectives, random calling, students responding in complete sentences, visual and auditory presentation of directions and explanations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Data from a variety of sources is used for on-going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP), the California Science Test (CAST), the California English Language Development Test (CELDT), English Language Proficiency Assessment of California (EL PAC), the California Dashboard along with grade level and subject area benchmark tests are utilized for informing instruction and programs. This data is accessible on the data warehousing systems Illuminate and Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are also used to inform instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data from classroom assessments is monitored in data meetings, subject area meetings and grade level meetings. Instruction is adjusted to increase student achievement and to monitor student growth. Parents have access to their students' grades through our Illuminate and Infinite Campus on-line grade reporting systems.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

93% of Egling's teachers meet the highly-qualified teacher requirements of the No Child Let Behind (NCLB) Act. Teachers who do not meet the requirements are monitored by administration and are working toward their requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Egling Middle School has a sufficiency of credentialed teachers. There are sufficient Instructional materials for each student at Egling Middle School. Instructional materials have been adopted by the State Board of Education. English Language Arts and math teachers participate in training that aligns to the Common Core State Standards. Science staff has participated in the Next Generation Science Standards (NGSS) rollout trainings that have been offered in Northern California. NGSS training has also been provided for 4th - 6th grade staff.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Implementation of research-based instructional strategies, content standards, pacing guides and benchmark assessments has occurred. Training in English Language Arts is on-going to support the adoption of new ELA materials at each grade level. Training is also on going in math. Training is delivered by the director of the UC Davis Northern California math Project director for grades 6th - 8th. For 4th and 5th grade math, professional development is delivered by the Math Learning Center professionals. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. 4th -6th grade teachers have training by in house professionals. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level.

Sutter County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers.

District committees for Language Arts have reviewed and helped adopt the new English Language Arts and English Language Development curriculum. Kindergarten - 6th grades are using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. Additionally, English Language Learners graders 5 - 8 have a 45 minute daily instructional intervention utilizing English 3D English Language Development program.

School wide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Egling Middle School is currently utilizing the services of content experts. Staff focuses on quality instruction and checking for understanding. Three strategies, Think-pair - share, random calling and speaking in complete sentences are in place school wide. Additional research-based teaching strategies are being implemented eg. bell to bell instruction, clear learning objectives are posted and referenced. There is a focusing on incorporating higher-order questioning strategies. Training for Accelerated Reader and Acceleratd Math is contracted with Renaissance Learning. Training In math is on-going at each grade level. Math training is deliver by the director of the UC Davis Northern California math Project director for grades 6th - 8th. For 4th and 5th grade math professional development is delivered by the Math Learning Center professionals. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. Next Generation Science Standards have been made available to teachers and will continue throughout the year. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level.

Sutter County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Weekly collaboration is used to discuss instructional startegies, data, curriculum in grade levels and content areas as well as district mission and focus. All ELA teachers meet for Data meetings every 6 weeks to analyze data and plan instruction. Math teachers will meet with the district math consultant three times this year to reivew data and continue to refine Common Core implemenation, pacing guides and benchmark assessments.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pacing guides have been developed and are being refined to reflect alignment of curriculum, instruction and the use of materials with the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implementation of the Common Core State Standards. Our Reading Specialist is working with staff in Language Arts. The director of the Northern California Math Project at UC Davis and professionals from The Math Learning Center are working with our staff in the math content area. Our 7th and 8th grade science teachers have participated in Next Generation Science Standards workshops. Next Generation Science Standards have been made available to teachers and will continue throughout the year. The assistant principal who is a former science teacher is attending state wide NGSS workshops and helping to implement appropriate NGSS instruction at each grade level. Students in all grades are offered a music course which is either choir or band. Standards aligned PE course are offered to all students 4th - 8th.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Egling Middle School meets the required instructional minutes for English Language Arts, Math and Physical Education.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing guides have been developed but will be refined to incorporate the new ELA/ELD adoptions Benchmark Advance and Spring Board. The pacing guides will reflect alignment of curriculum, instruction and the use of materials with the state standards. Intervention classes service students at their individual reading level. . Our Reading Specialist is working with staff in Language Arts. Pam Hutchison, Director of the University of California at Davis Northern California Math Project and The Math Learning Center, are working with our staff in the math content area. 7th and 8th grade ELD and study skills classes are built into the master schedule. 7th and 8th grade students participate in a 9th period elective class rotation.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The curriculum used is standards-based instructional materials and are available to all students at all grade levels. Common Core aligned math curriculum has been adopted. English Language Arts and English Language Development curriculum have been adopted. Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are SBE-adopted / district adopted and standards-aligned. English Language Arts and English Language Development curriculum have been adopted. Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.

In math our 4th and 5th grade students are using Bridges curriculum published by The Math Learning Center. 6th -8th grade students are using CMP3 published by Pearson.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

4th - 6th grade students receive Core ELA instruction. These students also are grouped for a 45 minute intensive language development period and leveled for language arts. During the 2018-2019 school year students will be using the Benchmark Advance curriculum. 4th - 6th grade underperforming students are served with specific instruction and intervention materials from Benchmark Advance.

Many of our 4-6 grade special needs students utilize the intervention program that coordinates with the Benchmark Advance curriculum.

Our 4th grade through 8th grade English Language Learners participate in a 45 minute intensive language development period daily. ELD students utilize English 3D materials published by Houghton Mifflin Harcourt. 2.5 FTE bilingual instructional assistants help our English Learners access the curriculum.

7th and 8th grade students have a study skills period built in to their schedule. During the study skills course students get help on their homework from a credentialed teacher and are instructed in computer competencies.

14. Research-based educational practices to raise student achievement

Research-based school wide procedures have been implemented. Three strategies (Think-Pair - Share, random calling and speaking in complete sentences) are used school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objectives posted and referenced and focusing on higher order questioning) are being implemented. Teachers focus on academic vocabulary throughout subject areas in all grades in our school. Staff participates in data meetings focusing on quality instruction, checking for understanding and assessing student achievement. 4th - 6th grade teachers are transitioning to standards based report cards to help keep parents informed about students' progress toward standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Underperforming students are served with specific instruction and intervention materials. Increased learning time is available through our after- school program and is available to all students. Community groups work with under-achieving 4th grade math students. A cultural liaison from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments. Parents and students have access to the Illuminate (4th - 6th grades) and Infinite Campus (7th - 8th grades) online grade reporting systems.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, classroom teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs. Egling Middle School involves parents through Site Council, Parent Club, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, weekly parent email bulletins, monthly newsletters and the school website. Teachers have input through district collaboration meetings and surveys, site collaboration meetings and in grade level data meetings. 7th and 8th grade students participate in leadership activities at our school.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are utilized to support students by providing 1.75 teacher salaries, 2.5 bilingual instructional assistants and 5 instructional assistants, reading materials and classroom libraries.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Some of our challenges include English Language Learner literacy skills and 70 percent of our school population comes from lower income homes. Although our test scores show an achievement gap between our school populations we have made gains in closing this gap. Our English Language Arts / English Language Development curriculum is this school year. Teacher training is necessary in the areas of ELD, Reading, Writing and Math. The Next Generation Science Standards will be an ongoing implementation as well. Data collection and analysis training will need to be a focus to improve instruction in all curricular areas. Technology use is increasing for classroom instruction and the Smarter Balanced Assessment. Training for teachers and students is necessary to ensure students are assimilating technology standards.

Schools remain hopeful that the Local Control Funding Formula and the Common Core Implementation Funds will help in serving all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	83	104	126	82	104	121	82	104	121	98.8	100	96
Grade 5	108	88	112	103	85	109	103	85	109	95.4	96.6	97.3
Grade 6	99	104	96	99	101	94	99	101	94	100.0	97.1	97.9
Grade 7	114	102	117	114	100	108	114	100	108	100.0	98	92.3
Grade 8	96	117	103	94	116	99	94	116	99	97.9	98.3	96.1
All Grades	500	515	554	492	506	531	492	506	531	98.4	98.1	95.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	2421.4	2422.3	2427.8	6	11	10.74	20	20	14.05	28	21	31.40	46	48	43.80
Grade 5	2458.0	2461.9	2453.5	6	5	11.01	23	27	22.02	24	28	17.43	47	40	49.54
Grade 6	2493.7	2481.5	2493.0	5	5	4.26	32	28	32.98	27	28	30.85	35	40	31.91
Grade 7	2511.5	2532.0	2514.0	4	13	4.63	35	29	36.11	27	29	23.15	34	29	36.11
Grade 8	2544.9	2548.4	2556.3	6	9	9.09	38	35	40.40	24	34	27.27	31	22	23.23
All Grades	N/A	N/A	N/A	5	8	8.10	30	28	28.44	26	28	25.99	38	35	37.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	7	14	12.40	38	34	50.41	55	52	37.19
Grade 5	9	5	13.76	45	55	40.37	47	40	45.87
Grade 6	18	14	11.70	44	44	58.51	37	43	29.79
Grade 7	12	21	16.67	41	42	45.37	46	37	37.96
Grade 8	16	21	18.18	49	47	49.49	35	32	32.32
All Grades	13	15	14.50	43	44	48.59	44	41	36.91

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	5	13	11.57	54	48	47.11	41	38	41.32
Grade 5	10	12	19.27	41	45	36.70	49	44	44.04
Grade 6	12	6	11.83	49	50	56.99	38	45	31.18
Grade 7	18	21	21.30	49	53	39.81	32	26	38.89
Grade 8	19	18	25.25	55	50	55.56	26	32	19.19
All Grades	13	14	17.74	49	49	46.79	37	37	35.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	6	12	4.13	70	62	57.85	24	27	38.02
Grade 5	15	6	11.93	56	65	58.72	29	29	29.36
Grade 6	10	12	3.19	65	62	73.40	25	26	23.40
Grade 7	12	11	8.33	61	64	61.11	26	25	30.56
Grade 8	4	14	11.11	67	71	66.67	29	16	22.22
All Grades	10	11	7.72	63	65	63.09	27	24	29.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	7	12	10.74	60	50	56.20	33	38	33.06
Grade 5	16	11	13.76	57	67	40.37	27	22	45.87
Grade 6	8	16	10.64	65	57	60.64	27	27	28.72
Grade 7	14	20	18.52	60	59	52.78	26	21	28.70
Grade 8	20	24	26.26	51	53	53.54	29	22	20.20
All Grades	13	17	15.82	59	57	52.54	28	26	31.64

Conclusions based on this data:

1. Reading is an area of concern.
2. Listening is an area of strength.
3. Our participation goal was met.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	83	104	126	82	104	120	82	104	120	98.8	100	95.2
Grade 5	108	88	112	103	85	108	103	85	108	95.4	96.6	96.4
Grade 6	99	104	96	99	100	94	99	100	94	100.0	96.2	97.9
Grade 7	114	102	117	114	100	108	114	100	108	100.0	98	92.3
Grade 8	96	115	103	94	114	99	94	114	99	97.9	98.3	96.1
All Grades	500	513	554	492	503	529	492	503	529	98.4	97.9	95.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	2446.2	2443.2	2460.8	2	7	10.00	29	22	27.50	41	40	37.50	27	31	25.00
Grade 5	2455.3	2461.2	2451.7	5	6	6.48	13	14	12.96	31	29	25.00	51	51	55.56
Grade 6	2484.8	2471.3	2470.0	8	4	4.26	10	15	14.89	37	34	28.72	44	47	52.13
Grade 7	2515.9	2511.2	2506.6	18	15	9.26	15	16	25.93	27	34	22.22	39	35	42.59
Grade 8	2543.5	2547.3	2532.3	27	23	17.17	17	14	15.15	10	20	26.26	47	43	41.41
All Grades	N/A	N/A	N/A	12	11	9.45	16	16	19.66	29	31	28.17	42	41	42.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	11	15	25.00	44	42	35.83	45	42	39.17
Grade 5	11	11	8.33	27	29	28.70	62	60	62.96
Grade 6	8	12	9.57	34	25	29.79	58	63	60.64
Grade 7	25	19	17.59	28	31	32.41	46	50	50.00
Grade 8	33	31	23.23	21	20	25.25	46	49	51.52
All Grades	18	18	17.01	30	29	30.62	52	52	52.36

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	7	13	10.83	57	49	52.50	35	38	36.67
Grade 5	7	7	11.11	43	36	33.33	50	56	55.56
Grade 6	9	4	5.32	45	47	42.55	45	49	52.13
Grade 7	18	18	18.52	40	50	44.44	41	32	37.04
Grade 8	24	19	21.21	44	46	32.32	32	34	46.46
All Grades	13	13	13.42	45	46	41.40	41	41	45.18

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 4	11	13	11.67	52	41	51.67	37	45	36.67
Grade 5	3	5	6.48	50	51	44.44	47	45	49.07
Grade 6	7	5	6.38	56	58	46.81	37	37	46.81
Grade 7	18	17	13.89	68	48	52.78	14	35	33.33
Grade 8	22	19	13.13	39	59	50.51	38	22	36.36
All Grades	12	12	10.40	54	51	49.34	34	36	40.26

Conclusions based on this data:

1. Concepts and Procedures had the highest percentage above standard and the highest percentage below standard.
2. There is a large percentage of students above standard in 8th grade.
3. Our participation goal was met.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
4	3			39	22	32	42	50	55	10	16	5	6	13	8
5	3	3	3	30	58	52	33	24	32	23	3	10	13	12	3
6	4	8	14	35	21	41	39	39	31	9	13	3	13	18	10
7			10	36	48	38	23	26	21	27	17	19	14	9	12
8		5	8	37	36	50	37	23	25	16	27	8	11	9	8
Total	2	3	7	35	36	41	35	34	34	17	14	10	11	13	9

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.
2. Fewer 7th and 8th graders are tested.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
4	3	3		36	21	32	42	47	56	9	15	5	9	15	7
5	2	3	6	28	54	53	30	26	29	26	3	9	14	14	3
6	4	8	14	33	20	41	42	38	31	8	13	3	13	23	10
7			9	42	48	36	21	22	20	25	19	18	13	11	18
8		8	8	37	33	50	37	21	25	16	25	8	11	13	8
Total	2	4	7	34	34	41	34	32	33	17	14	9	12	16	10

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.
2. Fewer 7th and 8th graders are tested.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts and Writing
LEA GOAL:
Improve student achievement and close the achievement gap.
SCHOOL GOAL #1:
After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the English Language Proficiency Assessments for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Reading is an area of concern. Listening is an area of strength.
How the School will Evaluate the Progress of this Goal:
Regular evaluation of STAR Reading and end of unit tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades, Fully train teachers in both Benchmark Advance and Spring Board curriculum. Implement a Trainer of Trainers model Utilize vertical PLC teams 3rd - 4th 4th - 6th 6th-8th 7th-12th	2018-2019	Principal, Teachers, Reading Specialist	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption.	4000-4999: Books And Supplies	District Funded	10000
			Benchmark Advance	4000-4999: Books And Supplies	District Funded	15000
			Benchmark Advance Training	5000-5999: Services And Other Operating Expenditures	District Funded	15000
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	2018-2019	Principal, teacher - Each Wednesday All Year	Included in Teachers' Salaries	1000-1999: Certificated Personnel Salaries		
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit. Writing assessments are consistent 4th-8th grades.	6 week intervals	Principal, Teachers, Reading Specialist	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	6600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training for Benchmark Advance Spring Board English 3D	2018-2019	District	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500
			Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	900
			Professional Trainers	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	10000
1.75 -Title I teacher Reading Specialist - CCSS -ELA implemention modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	2018-2019	Principal, Reading Specialist	Reading Specialist, teacher	2000-2999: Classified Personnel Salaries	Title I	60,000
Implement Accelerated Reader Enterprise Program and STAR Reading Assessment	2018-2019	Principal, Teachers	Accelerated Reading Program	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	5800
Supplementary Materials Intensive Intervention ELD materials - English 3D	2018-2019	Teachers	Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	6000
3- Title III paraprofessionals	2018-2019	Principal, Reading Specialist	Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 7 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills. Replacement Chromebooks Replacement Projectors	2018-2019	Librarian	Included in Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30000
			Technology	0000: Unrestricted	LCFF - Base	7500
Retention / Promotion 7th and 8th Credit Recovery Program Plato Learning	2018-2019	Principal, Teachers	Included in Salaries	7000-7439: Other Outgo	Title I Part A: Allocation	5000
			Plato Learning	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3500

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LEA GOAL:
The LEA goal is to improve student achievement and close the achievement gap.
SCHOOL GOAL #2:
After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and/or students who scored a 1 or a 2 on the EL PAC assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the 7th and 8th grade schedule for the 2018-2019 school year.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the English Language Proficiency Assessment for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Many students have difficulties moving past the intermediate level of the CELDT.
How the School will Evaluate the Progress of this Goal:
Theme tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension, CELDT scores, EL PAC scores, CASPP scores, grade level writing assessments, STAR Reading and STAR Math scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D	2018-2019	Reading Specialist Teachers	Benchmark Advance	4000-4999: Books And Supplies	General Fund	
			Teachers	1000-1999: Certificated Personnel Salaries	General Fund	
			Reading Specialist	1000-1999: Certificated Personnel Salaries	Title I	60,000
			English 3 D	4000-4999: Books And Supplies	General Fund	
4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	2018-2019	Teachers Reading Specialist	English 3 D curriculum	4000-4999: Books And Supplies	General Fund	5000
			Benchmark Advance	4000-4999: Books And Supplies	General Fund	
				None Specified	Lottery: Instructional Materials	
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	2018-2019	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	
Review ELD Instructional Strategies	2018-2019	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
7th and 8th grade standardized rubric for writing.	2018-2019	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Extended Learning Time through ASES	2018-2019	ASES Director / Staff	ASES Tutor/ Homework Time	7000-7439: Other Outgo	After School and Education Safety (ASES)	137700
Migrant Liaison - Academic counseling	2018-2019		Migrant Tutor	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development and professional collaboration: ELD program discussed at collaboration	2018-2019	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	
Involvement of staff, parents and community: Regular update of SITE Plan Monthly District English Language Advisory Committee meetings Continue a site English Language Advisory Committee	2018-2019	Principal Site Council Superintendent	Parent Meetings	None Specified		
2.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	2018-2019	Reading Specialist	Bi-Lingual Para Educator	2000-2999: Classified Personnel Salaries	Title III	35,000
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 7 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and improve the ability teach research and writing skills.	2018-2019	Para professional	Para assigned to the computer labs	2000-2999: Classified Personnel Salaries	General Fund	30,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
The LEA goal is to improve achievement and close achievement gap in math.
SCHOOL GOAL #3:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP) and grade level and subject area benchmark tests are accessible on the data warehousing system online assessment and reporting system Illuminate and Infinite Campus student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
How the School will Evaluate the Progress of this Goal:
Progress toward this goal will be assessed by using CAASPP data to who fall in the Not Met Standards band. Classroom assessments, STAR Math data and grade level benchmark assessments will generate progress data. Data from intervention group instruction will assist in monitoring progress toward grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Advanced Course - Integrated I	2018-2019	Teacher and Administrator	Continue with Integrated I	4000-4999: Books And Supplies	LCFF - Base	1000
7th and 8th grade Math support classes. 4th grade St. Stephens math tutoring	2018-2019	Teachers, Administration	Math Intervention	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES) Lottery: Instructional Materials General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development 6th - 8th grades with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	2018-2019	Administration	Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,500
Continue to refine Implementation of math curriculum:grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson Grade 8 Integrated Math, Carnegie Learning	2018-2019	Teachers and Administration	Bridges	4000-4999: Books And Supplies	Lottery: Instructional Materials	18000
			CMP3	4000-4999: Books And Supplies	Lottery: Instructional Materials	5000
			Integrated I	4000-4999: Books And Supplies	Lottery: Instructional Materials	2500
Accelerated Math utilized to enhance instruction of grade level standards Math Facts in a Flash STAR Math Assessment	2018-2019	Teachers	AM	4000-4999: Books And Supplies	General Fund	5000
			Math Facts	4000-4999: Books And Supplies	General Fund	2500
			STAR Math	4000-4999: Books And Supplies	General Fund	2500
4th and 5th grade Bridges math curriculum- Professional Development with consultant Professionals from The Math Learning Center. The focus will be on benchmark assessments and instructional strategies.	2018-2019	Teachers and Administration	Bridges Professional Development	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA GOAL:
The LEA goals outline a number of areas that are related to technology. The first is to improve student achievement and close the achievement gap. An additional goal is to improve access to and use of instructional technology. The third is to improve communication between home and school.
SCHOOL GOAL #4:
Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers including Microsoft products like Google Classroom as needed. Training for teachers, students and parents is needed for Illuminate and Infinite Campus to help all stakeholders access grades, student data, and reports.
Data Used to Form this Goal:
Data from local sources and CAASPP assessments
Findings from the Analysis of this Data:
Student need more time with technology and with leveled standards based lessons to become proficient with technology. Teachers, parents and students all need training to access grades, student data and reports from both Illuminate and Infinite Campus. Additional Chromebooks in classrooms will add to student proficiency and access.
How the School will Evaluate the Progress of this Goal:
CAASPP test data, grades and local assessments, survey feedback from teachers, students and parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build standards aligned grade level appropriate lessons for technology.	2018-2019	Teachers, Administrators, IT department	Collaboration - Teachers review standards	None Specified	General Fund None Specified	
Training on Google Classroom	2018-2019	IT Department	Wednesday collaboration	None Specified		
Add Additional COWs on a rotational basis.	2018-2019	Administrator and IT	IT	0001-0999: Unrestricted: Locally Defined	General Fund	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training for Illuminate for grading and data gathering	2018-2019	IT Department	IT Training during collaboration			
Training for Infinite Campus for grading and data gathering	2018-2019	IT department				
Typing program utilized in the study skills class and computer lab time.	2018-2019	Administrators, teachers	Free online curriculum			
Parent Education Nights	2018-2019	IT Department, Administration	Presenters for Parent Nights	5800: Professional/Consulting Services And Operating Expenditures		2000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Improve atmosphere in our school and improve communication between home and school.
SCHOOL GOAL #5:
Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.
Data Used to Form this Goal:
Both parent and teacher surveys were examined.
Findings from the Analysis of this Data:
There is a need to increase communication between home and school. Parents need training to utilize both Illuminate and Infinite Campus. School wide procedures relating to positive behavior, character building and student responsibility need to be explored.
How the School will Evaluate the Progress of this Goal:
Student, parent and staff surveys will examine the results of refined communication and the results of training on Illuminate and Infinite Campus. School discipline matrix will compare past and present behavior after implementing school wide procedures relating to positive behavior, character building and student responsibility need to be explored.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to send out Friday Eblast that includes pertinent weekly information.	2017-2018 Weekly	VP	eblast with pertinent information will sent weekly.			0.00
English Language Advisory Committee	Monthly	Principal				
Pertinent information posted on the school website.	Monthly	Principal/webmaster				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evening Parent Education Math Night BTSN Open House Shady Creek Parent Night Infinite Campus Training Illuminate Training Internet Safety Parent Club	2015-2016	Administration	Math Night Parent information	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	LCFF - Base Lottery: Instructional Materials	1500 500
A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.	2017-2018	Administration				
Continue current programs School wide expectations SOAR Word of the week 4th grade SWAT program 5th grade DARE program 6th grade GREAT program Club Live Girls' Circle Boys' Council Shady Creek	2018-2019	Administration				
Student Store - Student recognition	2018-2019	VP	Parent Club sponsored			
Pursue Character Education Program	2018-2019	administration	On going student presentations	0001-0999: Unrestricted: Locally Defined	LCFF - Base	5000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	137,251	102,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety	137,700	0.00
Lottery: Instructional Materials	15,000	-11,000.00
Title III	17,494	-17,506.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	137,700.00
District Funded	40,000.00
General Fund	55,000.00
LCFF - Base	15,000.00
LCFF - Supplemental	3,500.00
Lottery: Instructional Materials	26,000.00
School and Library Improvement Program Block	6,000.00
School Wide Program (SWP)	5,800.00
Title I	137,500.00
Title I Part A: Allocation	35,000.00
Title I Part A: Professional Development (PI Schools)	10,000.00
Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	7,500.00
0001-0999: Unrestricted: Locally Defined	13,500.00
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	155,000.00
4000-4999: Books And Supplies	73,000.00
5000-5999: Services And Other Operating Expenditures	20,800.00
5800: Professional/Consulting Services And Operating	34,000.00
7000-7439: Other Outgo	142,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00
4000-4999: Books And Supplies	District Funded	25,000.00
5000-5999: Services And Other Operating	District Funded	15,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	5,000.00
2000-2999: Classified Personnel Salaries	General Fund	30,000.00
4000-4999: Books And Supplies	General Fund	15,000.00
5800: Professional/Consulting Services And	General Fund	5,000.00
0000: Unrestricted	LCFF - Base	7,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	5,000.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
5800: Professional/Consulting Services And	LCFF - Base	1,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,000.00
5000-5999: Services And Other Operating	School Wide Program (SWP)	5,800.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
5800: Professional/Consulting Services And	Title I	17,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30,000.00
7000-7439: Other Outgo	Title I Part A: Allocation	5,000.00
5800: Professional/Consulting Services And	Title I Part A: Professional Development (PI	10,000.00
2000-2999: Classified Personnel Salaries	Title III	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	176,800.00
Goal 2	267,700.00
Goal 3	50,000.00
Goal 4	5,000.00
Goal 5	7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jody Johnston	X				
Stephanie Archibald		X			
Lara Kelleher			X		
Kari Vlahos		X			
Blanca Avina				X	
Anahi Garcia				X	
Craig Dunn				X	
Numbers of members of each category:	1	3	1	3	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Language Arts Committee

Signature

Math Committee

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on June 2018.

Attested:

Jody Johnston

Typed Name of School Principal

Signature of School Principal

Date

Stephanie Archibald

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Colusa High School
CDS Code: 06-61598-0631259
District: Colusa Unified School District
Principal: Rebecca Changus
Revision Date: 6/10/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rebecca Changus
Position: Principal
Phone Number: (530) 458-2156
Address: 901 Colus Avenue
Colusa, CA 95932
E-mail Address: rchangus@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on January 15, 2015.

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School Vision and Mission

Colusa High School's Vision and Mission Statements

Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa 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.

School Profile

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 Braves, the Egling Middle School's mascot is the Red and Colusa High School's is the RedHawks.

CHS School Staff--Credentialed staff includes 21 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

Colusa High School - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa 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 396 students in grades 9-12. Colusa High School is a four-year, two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa High School has a number of special programs offered to students, including English Language Development, Sheltered classes, and the Environmental Science Academy to name a few. CHS also participates in an early outreach program, Upward Bound, with California State University, Chico.

Graduation Requirements - All students at Colusa High School must complete 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 30 in Math, 30 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Introduction to Business/Computer Literacy, 10 in Vocational Education (Career Technical Education), 10 in Personal Finance, 5 credits of Senior Project and 55 Electives.

Academic Honors and AP Courses - Advanced and Honors courses are offered in Language Arts, Math, Spanish and Social Sciences.

Grading System - Colusa High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

Transcript: Code of "P"; Courses with a "P" in the title are on the University of California/California State University approved list of courses that meet their admission requirements.

Academic Achievement - 88% of the Colusa High School Class of 2017 is entering college the year following graduation. Three percent entered the Military and Trade Schools. Approximately 33% entered a four-year college or university.

Daily Schedule: Traditional Schedule with a 7 period day.

Extra Curricular Activities Offered

Sports: Football, basketball, tennis, cheerleading, golf, soccer, softball, baseball, volleyball, track, and cross country.

Clubs: Associated Student Body Offices and Commissions, Associated Student Body, Student Council, Art Club, Band, California Scholarship Federation (CSF), Class Officer Positions, Future Business Leaders, Future Farmers of America, Friday Night Live, Spanish Club, Student Representatives to Colusa High Site Council, and Student Representatives to the Colusa Unified School District Board of Trustees.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Semi-annually a survey of student perception regarding the discipline program at Colusa High School. Students are queried about their feeling about school-wide, as well as, classroom discipline. Annual parent surveys are also used to establish a confidential and honest line of communication. Parents, students and community members also served on committees throughout our 2017-2018 WASC accreditation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by the principal. Informally observations (Walk Through Visits) are organized weekly in order to assure visits to all classrooms by site administration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Instructors utilize a variety of sources, such as, benchmark assessments (midterms), SBAC scores, formal and informal assessments throughout the year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use classroom benchmark assessments to monitor and adjust instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the highly qualified teacher requirements of the No Child Left Behind (NCLB) Act.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Colusa High School has sufficient credentialed teachers and they have had access to training opportunities. Teachers who do not meet the requirements for highly qualified are working toward classification through coursework, and they are being closely monitored by administration.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Implementation of common core standards, pacing guides, benchmark assessments assist in the structure of courses offered at CHS. Course descriptions are included in our counseling office course catalog, and course syllabus documents are communicated to students and parents at the start of the year. Training in math to support the new math curriculum is provided at the beginning of the school year. Our ELA department has attended the AP training to offer consistency and foundation to the department. AP teachers have all attended their respective conferences, and they are encouraged to attend additional conferences and training opportunities if available in our area. Our science department has participated in multiple Next Generation Science Standards workshops, and the assistant principal at Egling Middle School is a former science teacher who is extremely instrumental in the transition to NGSS.

Subject specific workshops are offered at our surrounding county offices of education including CTE workshops. Strong communication regarding workshops, training and conference opportunities has resulted in high attendance by our staff.

Vertical collaboration occurs between Egling Middle School and Colusa High School in departments assisting in bridging the achievement gaps as well as easing the transition to high school.

Schoolwide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in department levels. Instruction is adjusted to increase student achievement. Increased utilization of our Illuminate Assessment System has benefited departments as the system offers immediate feedback to teachers and students.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Colusa High School is currently utilizing the services of content experts. Veteran teachers guide our ELA department, and department goals provided unity and consistency. Department meetings occur providing teachers with time to collaborate. Curriculum Council provides our site with a team of experts focused on offering our students a well-rounded, challenging educational experience. New courses and guidelines are reviewed by curriculum council throughout the school year. Staff focuses on quality instruction, and they check for understanding. Three strategies in place schoolwide are bell to bell instruction, multiple student responses to check for understanding and timely transitions to utilize instructional minutes. Learning objectives, ESLRs and daily agendas are posted and referenced regularly. Our science department has participated in multiple Next Generation Science Standards workshops, and the assistant principal at Egling Middle School is a former science teacher who is extremely instrumental in the transition to NGSS.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly collaboration time is provided for teachers to interact with one another regarding curriculum and instructional strategies. Teachers collaborate in departments, inter-departments and vertical collaboration with Egling Middle School. Discussion items at collaboration focus on instructional strategies, data, curriculum at grade levels and in departments, district mission and focus. Site goals and ESLRs are reviewed every year. A key area of focus revolves around attendance and a positive school culture. Individuals who attend conference offer our staff training and support in Illuminate, Infinite Campus, School Loop and SST Online.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instructors have developed, through the assistance of instructional coaches, pacing guides that are in alignment with the Common Core standards. Pacing guides are adjusted toward the end of the school year to best meet the needs of our students. The focus of pacing guides centers around the subject curriculum, instructional strategies and materials utilized with the Common Core State Standards. Departments meet prior to the start of the upcoming school year to establish department goals and individual goals for the school year as well as department expectations and common assessments. Curriculum Council reviews all curriculum request needs for CHS. Additionally, Curriculum Council approves our curriculum including supplemental curriculum prior to board approval at the beginning of the school year.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school meets the requirements for instructional minutes for ELA, mathematics and physical fitness. All graduating students meet the requirements of the local governing board and the State of California graduation requirements.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Appropriate standards-based instructional materials are available to all students across all grades.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are approved by the local governing board prior to purchase.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students have access to tutoring and assistance from teachers before and after school. Students in need of additional intervention have a Support Class built into their schedule. The teacher is able to assist them with complex assignments as well as monitoring their progress in all classes.

Special Education services students as indicated in their individualized education plan. Para-educators provide push-in support in core classes, and instructional support is provided in Basic Skill classes.

14. Research-based educational practices to raise student achievement

Research-based schoolwide procedures have been implemented. Three strategies (Bell to bell instruction, multiple response and transitions) are used consistently schoolwide. Clear learning objectives are posted in classrooms. Higher level thinking and questioning as well as discovery of learning are utilized in classes according to the need of a particular lesson plan. Staff participates in data meetings in order to focus on quality instruction, checking for understanding and assessing student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources for under-achieving students are served with specific instruction and intervention materials. Increased learning time is available with teachers before school, after school and occasionally at lunch. Plans for additional support are often arranged at Parent Meetings. Teachers, counselors, administration, parents and students attend the parent meeting in order to offer thorough communication and support to struggling students. A cultural liaison from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. A liaison from CCOE provides support services for our homeless and foster care students. All freshmen use planners to stay organized and to keep track of assignments. Parents and students have access to School Loop and Infinite Campus online grade reporting systems and student information system.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs. Colusa High School involves parents through School Site Council, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, School Loop, Back to School Night, Parent Information Nights, CUSD community meetings, Winterfest, the school website, daily bulletin and Facebook. Teachers have input through district collaboration meetings and surveys, site collaboration meetings, department meetings and vertical collaboration meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Goal #1: Improve student achievement and close achievement gaps. Goal #2: Improve the atmosphere in our schools, and the communication between home and school. Goal #3: Improve access to, and use of, instructional technology and modern facilities.

Some of our challenges include bridging the achievement gap for our English Language Learners and socioeconomically disadvantaged students. Our test scores do indicate improvement in closing that achievement gap. Implementation of the Next Generation Science Standards will continue to be an area of focus. Teacher training opportunities and conference opportunities will be encouraged and attended by our science teachers. A new math curriculum aims to close the achievement gap in math along with our new three year math requirement. Technology use is increasing for classroom instruction (Google Classroom and Illuminate) and the Smarter Balance Assessment. Ongoing training for teachers and students will ensure students assimilate to the technology standards. Increased availability of technology has proven beneficial to students and teachers.

Schools remain hopeful that the transition to the Local Control Funding Formula and the Common Core Implementation Funds will help in serving all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	77	88	89	69	85	82	68	85	82	89.6	96.6	92.1
All Grades	77	88	89	69	85	82	68	85	82	89.6	96.6	92.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2607.4	2592.6	2598.7	13	9	14.63	52	51	53.66	23	22	21.95	10	18	9.76
All Grades	N/A	N/A	N/A	13	9	14.63	52	51	53.66	23	22	21.95	10	18	9.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	28	25	29.27	57	54	54.88	15	21	15.85
All Grades	28	25	29.27	57	54	54.88	15	21	15.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	21	29	24.69	71	54	59.26	9	16	16.05
All Grades	21	29	24.69	71	54	59.26	9	16	16.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	13	23.17	75	79	64.63	12	8	12.20
All Grades	13	13	23.17	75	79	64.63	12	8	12.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	26	25.61	57	60	56.10	10	14	18.29
All Grades	32	26	25.61	57	60	56.10	10	14	18.29

Conclusions based on this data:

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level.
2. Curriculum and pacing guides assist in preparing students for CAASPP testing.
3. Assessments given at midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	77	88	89	70	87	82	70	86	82	90.9	100	92.1
All Grades	77	88	89	70	87	82	70	86	82	90.9	100	92.1

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2566.4	2572.0	2574.5	4	9	8.54	20	22	26.83	29	28	25.61	47	41	39.02
All Grades	N/A	N/A	N/A	4	9	8.54	20	22	26.83	29	28	25.61	47	41	39.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	12	17.07	34	40	39.02	54	49	43.90
All Grades	11	12	17.07	34	40	39.02	54	49	43.90

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	13	18.29	63	60	48.78	24	27	32.93
All Grades	11	13	18.29	63	60	48.78	24	27	32.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	11	13	17.07	73	64	58.54	16	23	24.39
All Grades	11	13	17.07	73	64	58.54	16	23	24.39

Conclusions based on this data:

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level, and math continues to be an area of focused improvement.

2. Curriculum evaluation resulted in the implementation of new curriculum in the 2017 - 2018 school year.
3. Assessments given at midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9				20	12	42	45	53	21	10	12	29	25	24	8
10				50	27	29	30	27	41	20	27	18		20	12
11	15		13	31	44	50	31	44		15	11	25	8		13
12				60	13	71	20	63	29	20	13			13	
Total	4		2	33	22	43	35	45	25	15	16	21	13	16	9

Conclusions based on this data:

1. The majority of our students are at the Early-Advanced or Intermediate levels.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9				20	12	42	45	53	21	10	12	29	25	24	8
10				50	27	30	30	27	35	20	27	20		20	15
11	13	9	10	27	45	50	33	36		20	9	20	7		20
12	17			50	13	67	17	63	33	17	13			13	
Total	6	2	2	31	24	43	35	43	24	16	16	21	12	16	11

Conclusions based on this data:

1. The majority of our students are at the Early Advanced or Intermediate levels.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math and ELA
LEA GOAL:
Improve student achievement and close the achievement gap.
SCHOOL GOAL #1:
After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the high school. Attendance will improve from 97.53% in 2017-2018 to 98% in the 2018-2019 school year. The goal is to improve overall attendance to over 98% by the end of the 2018/2019 school year. Attendance for seniors will be 98%.
Data Used to Form this Goal:
Data from a variety of sources is used for ongoing assessment to improve student achievement. Data from Illuminate benchmark grade level and subject area test and California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system. Math proficiency proves to increase with regular attendance to master the various standards. The data from these assessments are used to guide instructional practices.
Findings from the Analysis of this Data:
Math is an area of concern in need of improvement.
How the School will Evaluate the Progress of this Goal:
The attendance clerk, vice principal, and principal will meet monthly to evaluate attendance and ways to improve. The vice principal will coordinate law enforcement home visits to students who are not regularly attending school. We will continue to send letters home, call parents, and notify students about attendance issues. The math department will breakdown math scores on grade level assessment, benchmark assessments and the CAASPP testing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The attendance clerk will meet with the vice-principal and principal monthly to evaluate the students struggling with attendance.	Beginning August 2018 to June 2019.	Attendance Clerk, Assistant Principal, Principal				
The VP will meet with students and parents who miss a significant amount of days from school.	Beginning August 2018 to June 2019.	Assistant Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Beginning August 2018 to June 2019.	Attendance Clerk, Principal				
Surveys will be given to parents in the spring yearly.	March/April 2019	Principal				
Collaboration time will be provided to CHS departments in order to analyze and review data.	September 2018/March 2019	Principal, Teachers				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Improve student achievement and close achievement gaps.
SCHOOL GOAL #2:
After reviewing the SBAC data from the previous two years, our second goal is to improve proficiency in mathematics by 5% in the upcoming SBAC test.
Data Used to Form this Goal:
Bridging the achievement gap in math, proves to be a need statewide based on the SBAC results. CHS results on the math portion of the CAASPP have shown improvement, yet attention and ongoing focus to continue taking strides are important.
Findings from the Analysis of this Data:
Our math scores improved from 24% at met or exceeded standards in 2015 to 31% in 2016 to 34% in 2017, our math scores are still below the state average.
How the School will Evaluate the Progress of this Goal:
SBAC data will be examined at the end of the school year. Midterms and/or benchmark exams have been implemented to analyze growth throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.	August 2018 to June 2019.	Administration Teachers				
3 year math requirement to graduate was approved by the CUSD board, and the requirement is now in effect starting with the Class of 2018. Monitoring the impact and effectiveness of the 3 year math requirement is necessary.	September 2018	Administration Teachers		4000-4999: Books And Supplies	District Funded	30,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of our new math curriculum aims to increase student achievement.	August 2017 to June 2019.	Math Department; Administration				
Articulation with middle school will be planned and implemented throughout the school year.	August 2018 to June 2019.	CHS and Egling Math Department Members; Site Administration				
A survey will be given to students and parents at the end of the year.	January 2018 and June 2019.	Administration Students Parents				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Improve atmosphere in our school and improve communication between home and school.
SCHOOL GOAL #3:
Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa High School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.
Data Used to Form this Goal:
Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.
Findings from the Analysis of this Data:
There is a need to increase communication between home and school. Parents need training to utilize Illuminate, Infinite Campus and School Loop.
How the School will Evaluate the Progress of this Goal:
A survey will be given to parents in the spring of each year. School Site Council, ELAC and Curriculum Council meetings will discuss goals of the school during each meeting. Staff feedback will be given during each staff meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.	August 2018 to June 2019	Principal, Attendance Clerk, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations will be a focus of our site.	August 2018 to June 2019	Principal, Staff and Teachers				
Winterfest will continue to be planned to open the campus to parents and the community.	August 2018 to December 2018	Principal; CHS Staff				
The school Facebook page will be updated regularly to include positive student news at CHS.	August 2018 to June 2019	Principal; CHS Leadership Team Members				
The school marquee will be updated regularly to include events around the CHS campus.	August 2018 to June 2019	Administrative Assistant				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Increased communication to celebrate student achievement will be communicated with parents and students.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CHS will mail home awards and announce awards in rallies or assemblies. CHS will organize an academic assembly once a year to honor students. CHS will also facilitate a motivational rally once a year in preparation for CAASPP, and incentives will be highlighted to students.	Spring 2019	CHS Staff				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The whisper system will be updated in order to use efficiently by staff. Staff will be trained on the system in order to assist parents properly.	Ongoing	CHS Staff & Bilingual Liaison				

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	52,416	52,416.00
LCFF-EL	21,561	21,561.00
Agriculture Vocational Incentive	16,052	16,052.00
California Partnership Academies	74,970	74,970.00
Lottery: Instructional Materials	15,000	15,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
4000-4999: Books And Supplies	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	District Funded	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	30,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Changus	X				
Colleen Wrynski				X	
Joe Williamson		X			
Eric Lay		X			
Lorie Meyers			X		
Jessica Hickel					X
Christian Reyna					X
Chantelle Townsend				X	
Lori Tanner			X		
John Ithurburn			X		
Numbers of members of each category:	1	4	1	4	1

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/14/2018.

Attested:

Rebecca Changus

Typed Name of School Principal

Signature of School Principal

Date

Lorie Meyers

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Colusa Alternative Home School
CDS Code: 06-61598-0630046
District: Colusa Unified School District
Principal: Rebecca Changus
Revision Date: June 9, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Dwayne Newman
Position: Superintendent
Phone Number: (530) 458-7791
Address: 745 10th Street
Colusa, CA 95932
E-mail Address: rchangus@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 28, 2016.

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School Vision and Mission

Colusa Alternative Home School's Vision and Mission Statements

Colusa Alternative Home School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our home 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. Our mission is to provide a safe, student-centered, high quality education to ALL students.

School Profile

Colusa Alternative Home School offers a variety of approaches to independent study. Families may, in consultation with a highly qualified teacher, direct the sequence and content of their student's learning. The teacher acts as a facilitator of learning and offers guidance regarding the pace and depth of curriculum coverage. Students are expected to demonstrate mastery of content, and progress at a reasonable pace. Curriculum is aligned with Common Core Standards and delivered in a variety of modalities. Assessments are typically classroom based, with grades based on projects, homework, quizzes and tests. Students take assessments at the appropriate levels for their age and grade.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal surveys of climate and satisfaction are completed via feedback to teachers and the principal.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are limited to those students who chose to come to one of the rooms occupied by the Colusa Alternative Home School. Generally, students work individually on self paced curriculum with materials and supplies provided by the district. Behavior management is generally not an issue for the Home school

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used to modify instruction and approve achievement as reflected in student trend data. Staff views results and analyzes the impact of curriculum choice through the lens of highly individualized independent study. Typically at the home school instructional change is achieved via changes to curriculum materials.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers evaluate individual student performance frequently. If a student is not performing, often an alternative set of curriculum materials is one of the interventions. Students who do not demonstrate mastery on specific content are given additional instruction, additional skills assessments, and then re-assessed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All current teachers are highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The school has a sufficient number of credentialed teachers and they have access to district-wide professional development and individualized PD as well.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development needs are determined through collaborative discussion and consensus with other professional educators in the district.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Home School teachers have access to any district supplied instructional supports, and constant assistance from the principal as requested.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time each Wednesday. Typically, there are monthly meetings of the entire district instructional staff, and the weekly professional learning groups are directed by teacher leaders. Teachers attend collaboration at CHS in order to offer increased communication between the two schools. Home School staff meetings are held bi-weekly.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instruction, scope, sequence and materials are aligned with the California Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Independent study necessitates a unique approach to instructional time. The teacher assigns work based on an estimate of how much time the student will reasonably need to complete the assignment. Through ongoing observation and assessment, the quantity of work is adjusted based on the recommended instructional minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is directed by the teacher to adhere to the California State Standards.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are evaluated by multiple staff members and adopted based on the consensus that the resource is appropriate.

Students 7-12 have the option to be concurrently enrolled in Egling Middle School or Colusa High School for courses. The hybrid option offers students and families who feel a higher need for socialization to enhance the educational experience.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core instructional materials are SBE adopted. Intervention materials are adopted, and aligned curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services at the Home School which support underperforming students include, added instructional time, changes of curricular materials, and a positive atmosphere customized to the individual needs of all students enrolled in the program. Some students accelerate their learning in order to maintain a rigorous educational experience while other students need increased interventions and support services.

14. Research-based educational practices to raise student achievement

Research based instructional practices used at Colusa Alternative Home School include:

Clear and focused goals for each student

Frequent monitoring and feedback on learning

A curriculum tightly aligned to standards

High expectations for each student

Additional learning time, and early intervention for students who struggle

Creation of a safe atmosphere

Effective implementation of instruction with a high level of parent involvement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Increased parent involvement is necessary in order for the program to function properly. Parents are invited to the weekly meetings with their child.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		1	*		1	*		1	*		100	
Grade 4	3	1	*	0	1	*	0	0	*	0.0	100	
Grade 5	1	2	*	0	0	*	0	0	*	0.0	0	
Grade 6	1	4	*	1	1	*	0	0	*	100.0	33.3	
Grade 7	8	3	*	2	1	*	2	0	*	25.0	33.3	
Grade 8	6	6	*	1	2	*	0	0	*	16.7	33.3	
Grade 11	26	15	*	10	9	*	5	0	*	38.5	6.3	
All Grades	45	32	*	14	15	*	7	1	*	31.1	21.9	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	0	*	14	100	*	21	0	*	14	0	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	29	0	*	43	100	*	29	0	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	14	0	*	43	100	*	43	0	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	0	*	57	100	*	43	0	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	100	*	71	0	*	29	0	*

Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		1	*		1	*		1	*		100	
Grade 4	3	1	*	0	0	*	0	0	*	0.0	0	
Grade 5	1	2	*	0	0	*	0	0	*	0.0	0	
Grade 6	1	4	*	1	1	*	0	0	*	100.0	33.3	
Grade 7	8	3	*	2	0	*	2	0	*	25.0	0	
Grade 8	6	6	*	2	2	*	0	0	*	33.3	33.3	
Grade 11	26	15	*	8	6	*	4	0	*	30.8	37.5	
All Grades	45	32	*	13	10	*	6	1	*	28.9	31.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	*	*	8	*	*	8	*	*	31	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	33	*	*	50	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	67	*	*	17	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		*	*		*	*		*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	50	*	*	33	*	*

Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9					***		***								
10				***	***		***	***					***		***
11				***		25					***	25	***		50
12				***	***	***									***
Total				43	57	25	29	29			14	13	29		63

Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.
2. Teachers were properly trained in ELPAC and CAASPP in order to administer testing and increase results.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9					***		***								
10				***	25		***	50			25		***		***
11	25			25		25	25				***	25	25		50
12				***	***	***							***		***
Total	10			30	50	25	30	25			25	13	30		63

Conclusions based on this data:

1. Numbers were low, but they are expected to increase in 2018-2019.
2. The low enrollment numbers of students in testing grades limited data from the state.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Improve atmosphere in our school and improve communication between home and school.
SCHOOL GOAL #1:
Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative Home School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.
Data Used to Form this Goal:
After getting input from several parents and students about the program, it has been determined that bi-yearly surveys will be distributed to parents and students in order to further address the needs of our students and program.
Findings from the Analysis of this Data:
Parents are often the home teacher. An ongoing goal focused on school and home communications is vital to the success of the program and student progress and academic achievement.
How the School will Evaluate the Progress of this Goal:
Home School teachers will give the surveys to students during designated times. The home school principal will send out surveys via email. All results will be evaluated during home school meetings in September and May.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The home school teachers will give the surveys to all students.	Beginning September 2018 to May 2019.	Teachers				
The home school principal will send surveys to all parents.	Beginning September 2018 to May 2019.	Principal				
The teachers and principal will evaluate data received from surveys.	Fall and Spring	Principal and Teachers				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.			
LEA GOAL:			
Improve atmosphere in our school and improve communication between home and school.			
SCHOOL GOAL #2:			
All home school students from 9-12 grade will meet multiple times with the high school counselor in order to give the students more information and knowledge when it comes to after school options.			
Data Used to Form this Goal:			
Transcripts and Credit Updates			
Findings from the Analysis of this Data:			
How the School will Evaluate the Progress of this Goal:			
Surveys at the end of the year will show positives on meeting with a counselor throughout their year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The counselor will meet multiple times with each home school student in grades 9-12.	August 2018 to May 2019	Counselor				
A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.	August 2018 to May 2019	Principal, Counselor				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve atmosphere in our school and improve communication between home and school.
LEA GOAL:
Update the home school handbook for consistent communication to staff, students and parents.
SCHOOL GOAL #3:
Update the home school handbook for consistent communication to staff, students and parents.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
The principal and home school teachers will meet monthly to evaluate the progress of this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and the principal will review the current home school policies and revise the home school handbook.	August 2018 to May 2019	Teachers, Principal				
Teachers and the principal will review the current handbook and update it accordingly.	August 2018 to May 2019	Teachers, Principal				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Rebecca Changus

Typed Name of School Principal

Signature of School Principal

Date

Roberta James

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Colusa Alternative High School
CDS Code: 06-61598-0630012
District: Colusa Unified School District
Principal: Rebecca Changus
Revision Date: May 18, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rebecca Changus
Position: Principal
Phone Number: (530) 458-2156
Address: 901 Colus Avenue
Colusa, CA 95932
E-mail Address: rchangus@colusa.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Colusa Alternative High School's Vision and Mission Statements

Our mission is to provide a safe, student-centered, high quality education to ALL students. Our vision is to provide, in cooperation with our families, an excellent, well balanced education where students gain skills necessary for success in an ever changing world.

School Profile

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 and Colusa Alternative High School.

Colusa Alternative High School (CAHS) School Staff - Credentialed staff includes 2 teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

Colusa Alternative High School - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa Alternative High School is committed to the idea that all students can learn and should have the opportunity to achieve academic success. Colusa Alternative 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, Colusa Alternative High School serves approximately 18 to 25 students in grades 9-12 throughout the year. Enrollment fluctuates due to the fact that it is an alternative program. Colusa Alternative High School is a two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa Alternative High School students often utilize the alternative schedule for work experience opportunities as well as enrolling in junior college courses. In our fall post-graduation report, 50% of graduates had enrolled in a junior college program.

Graduation Requirements - All students at Colusa Alternative High School must complete 220 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math, 20 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Introduction to Business/Computer Literacy and 60 Electives.

- Colusa Alternative High School requires students to complete a Senior Project

Grading System – Colusa Alternative High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

Daily Schedule: Alternative Schedule with a 4 period day.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Semi-annually a survey of student perception regarding the discipline program at Colusa Alternative High School. Students are queried about their feeling about school-wide, as well as, classroom discipline. Annual parent surveys are also used to establish a confidential and honest line of communication. Parents, students and community members also served on committees throughout our 2017-2018 WASC accreditation.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted by the principal. Informally observations (Walk Through Visits) are organized weekly in order to assure visits to all classrooms by site administration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Instructors utilize a variety of sources, such as, benchmark assessments (midterms), SBAC scores, formal and informal assessments throughout the year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use classroom benchmark assessments to monitor and adjust instruction. Colusa Alternative High School students meet with their counselor every two weeks in order to review and establish credit goals appropriate to their individualized learning plans.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet the highly qualified teacher requirements of the No Child Left Behind (NCLB) Act.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Colusa Alternative High School has sufficient credentialed teachers and they have had access to training opportunities.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Implementation of common core standards, pacing guides, benchmark assessments assist in the structure of courses offered at CAHS. Course descriptions are included in our counseling office course catalog, and course syllabus documents are communicated to students and parents at the start of the year. Training in math to support the new math curriculum is provided at the beginning of the school year. Our ELA department has attended the AP training to offer consistency and foundation to the department. A new ELD curriculum was purchased in the 2015-2016 school year, and increased bilingual staffing has also benefited our program.

Subject specific workshops are offered at our surrounding county offices of education including CTE workshops. Strong communication regarding workshops, training and conference opportunities has resulted in high attendance by our staff.

Vertical collaboration occurs between Egling Middle School and Colusa Alternative High School in departments assisting in bridging the achievement gaps as well as easing the transition to high school.

Increased technology has also enhanced the curriculum options at Colusa Alternative High School.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Colusa Alternative High School is currently utilizing the services of content experts. Curriculum Council provides support, vision and consistency between our school sites regarding credit required to graduate and the various components of our Senior Project. Curriculum Council provides our site with a team of experts focused on offering our students a well-rounded, challenging educational experience. New courses and guidelines are reviewed by curriculum council throughout the school year. Staff focuses on quality instruction, and they check for understanding. Three strategies in place schoolwide are bell to bell instruction, multiple student responses to check for understanding and timely transitions to utilize instructional minutes. Learning objectives, ESLRs and daily agendas are posted and referenced regularly. Department meetings occur providing teachers with time to collaborate.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly collaboration time is provided for teachers to interact with one another regarding curriculum and instructional strategies. Teachers collaborate in departments, inter-departments and vertical collaboration with Egling Middle School. Discussion items at collaboration focus on instructional strategies, data, curriculum at grade levels and in departments, district mission and focus. Site goals and ESLRs are reviewed every year. A key area of focus revolves around attendance and a positive school culture. Individuals who attend conferences offer our staff training and support in Illuminate, Infinite Campus, School Loop and SST Online.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Instructors have developed, through the assistance of instructional coaches, pacing guides that are in alignment with the Common Core standards. Pacing guides are adjusted toward the end of the school year to best meet the needs of our students. The focus of pacing guides centers around the subject curriculum, instructional strategies and materials utilized with the Common Core State Standards. Departments meet prior to the start of the upcoming school year to establish department goals and individual goals for the school year as well as department expectations and common assessments. Curriculum Council reviews all curriculum request needs for CAHS. Additionally, Curriculum Council approves our curriculum including supplemental curriculum prior to board approval at the beginning of the school year.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school meets the requirements for instructional minutes for ELA, mathematics and physical fitness. All graduating students meet the requirements of the local governing board and the State of California graduation requirements.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Appropriate standards-based instructional materials are available to all students across all grades.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are approved by the local governing board prior to purchase.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are able to assist students with complex assignments as well as monitoring their progress in all classes. Students receive increased one-on-one instruction as needed according to their individual, educational learning plan established in their meetings with the counselor every two weeks. The counselor communicates all student plans to the entire CAHS team.

Special Education services students as indicated in their individualized education plan. Para-educators provide push-in support in core classes, and instructional support is provided in Basic Skill classes.

14. Research-based educational practices to raise student achievement

Research-based schoolwide procedures have been implemented. Three strategies (Bell to bell instruction, multiple response and transitions) are used consistently schoolwide. Clear learning objectives are posted in classrooms. Higher level thinking and questioning as well as discovery of learning are utilized in classes according to the need of a particular lesson plan. Staff participates in data meetings in order to focus on quality instruction, checking for understanding and assessing student achievement.

Biweekly meetings with the counselor provide students with credit feedback at an accelerated pace in comparison to the traditional high school. The feedback motivates students to remain focused and driven to meet their upcoming goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources for under-achieving students are served with specific instruction and intervention materials. Increased learning time is available with teachers before school and after school. Plans for additional support are often arranged at Parent Meetings. Teachers, counselors, administration, parents and students attend the parent meeting in order to offer thorough communication and support to struggling students. A cultural liaison from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. A liaison from CCOE provides support services for our homeless and foster care students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs. Colusa Alternative High School involves parents through School Site Council, English Language Acquisition Committee (ELAC), District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, School Loop, Back to School Night, Parent Information Nights, CUSD community meetings, Winterfest, the school website, daily bulletin and Facebook. Teachers have input through district collaboration meetings and surveys, site collaboration meetings, department meetings and vertical collaboration meetings.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

Goal #1: Improve student achievement and close achievement gaps. Goal #2: Improve the atmosphere in our schools, and the communication between home and school. Goal #3: Improve access to, and use of, instructional technology and modern facilities.

Some of our challenges include bridging the achievement gap for our English Language Learners and socioeconomically disadvantaged students. Our test scores do indicate improvement in closing that achievement gap. Technology use is increasing for classroom instruction (Google Classroom and Illuminate) and the Smarter Balance Assessment. Ongoing training for teachers and students will ensure students assimilate to the technology standards. Increased availability of technology has proven beneficial to students and teachers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	6	*	4	6	*	3	4	*	40.0	66.7	
All Grades	10	6	*	4	6	*	3	4	*	40.0	66.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Analyzing individual scores, ELA is an area of concern.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	10	6	*	5	6	*	5	6	*	50.0	100	
All Grades	10	6	*	5	6	*	5	6	*	50.0	100	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Analyzing individual scores, math is an area of concern.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10											***				
11				***			***					75	***		25
12				***	17		***	33	***		50				
Total				33	14		50	29	20		57	60	17		20

Conclusions based on this data:

1. Reading is an area of concern.
2. Listening is an area of concern.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
10											***				
11				***			***	***				75	***		25
12				***	17		***	33	***		50				
Total				33	13		50	38	20		50	60	17		20

Conclusions based on this data:

1. The majority of our students are at the Early Intermediate level.
2. Our new reclassification ceremony aims to celebrate student growth and increase scores.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve Credit Completion for Credit Recovery
LEA GOAL:
Improve student achievement and close achievement gaps.
SCHOOL GOAL #1:
After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.
Data Used to Form this Goal:
Monthly attendance reports are evaluated by our CAHS staff. Biweekly meetings with the counselor in order to create individualize learning plans for all students provide accurate credit breakdowns. Additionally, the students use the meetings as motivation for credit completion.
Findings from the Analysis of this Data:
Lack of attendance increases the odds of a student failing to meet the required credit goal according to the schedule distributed at the beginning of the school year.
How the School will Evaluate the Progress of this Goal:
Students will receive exit interviews to determine the success of monthly meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counselor will meet with each student twice a month.	August 2018 to May 2019	Counselor				
Biweekly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.	August 2018 to May 2019	Attendance Clerk, Assistant Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.		Counselor, Administration				
Exit interview to be completed at the end of the year.	May 2019	Counselor, Principal				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts & ELD
LEA GOAL:
Improve student achievement and close achievement gaps.
SCHOOL GOAL #2:
Increase ELD instruction and bilingual support to our EL students.
Data Used to Form this Goal:
Data from CELDT/ELPAC and the California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system.
Findings from the Analysis of this Data:
ELD curriculum and support will prove to be beneficial to the majority of students in Colusa Alternative High School.
How the School will Evaluate the Progress of this Goal:
The school will review state testing results when received. Additionally, student completion of ELD coursework will be reviewed at biweekly meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor testing results when received from CAASPP and ELPAC testing.	September - CAASPP Fall and Spring - ELPAC	Counselor, Administration				
Continue delivery of ELD instruction and supplemental services.	August 2018 to June 2019	Teachers				
Include qualifying students in the district Reclassification Celebration.	Fall 2018, Spring 2019	Counselor, Administration, Bilingual Liaison				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
Improve the atmosphere in our schools, and the communication between home and school.
SCHOOL GOAL #3:
Improve communication to the board and school community in English and Spanish.
Data Used to Form this Goal:
Improve atmosphere in our school and improve communication between home and school. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative High School particularly regarding progress toward attaining credits. Teachers will utilize the services of our bilingual liaison to translate course syllabus and other important documents.
Findings from the Analysis of this Data:
Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys, Healthy Kids Surveys as well as feedback from ELAC, DELAC and School Site Council will monitor this ongoing districtwide goal. Staff feedback will be given during each staff meeting.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.	August 2018 to June 2019	Administration, Attendance Clerk, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.	August 2018 to June 2019	Administration, Counselor, Teachers, Bilingual Liaison				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	8545	8,545.00
LCFF-EL	11,561	11,561.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rebecca Changus	X				
Colleen Wrynski				X	
Joe Williamson		X			
Eric Lay		X			
Lorie Meyers			X		
Jessica Hickel					X
Christian Reyna					X
Lori Tanner			X		
John Ithurburn			X		
Chantelle Townsend				X	
Numbers of members of each category:	1	2	3	2	2

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Rebecca Changus

Typed Name of School Principal

Signature of School Principal

Date

Lorie Meyers

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED MAY 4, 2018 - BATCH 40

PV/RC #	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
1312	ADVANCED DOCUMENT CONCEPTS	\$205.21	1	EMS	EQUIPMENT MAINTENANCE FEES
1322	AVERA, CHRISTY	\$83.03	1	DO	REIMB DOJ ROLLING FEE/MILEAGE
1340	BAILEY, CHRISTINA	\$17.61	1	BPS	REIMB CLASSROOM SUPPLIES
1313	BAXTER AUTO PARTS	\$54.34	1	MOT	MAINTENANCE & REPAIRS
1314	BROOKS, SAMANTHA	\$233.10	95	CHS	REIMB YEARBOOK SUPPLIES
1315	BURG, NIKOLE	\$48.75	95	CHS	REIMB STATE CONFERENCE SUPPLIES
1318	CASCADE ATHLETIC SUPPLY	\$467.10	95	CHS	TRACK SUPPLIES
1316-1317	COLUSA DAIRY	\$196.56	1	EMS	DRUMSTICKS
1338,1341-1342	COLUSA USD-CAFETERIA	\$263.77	1	CHS	FOOD SERVICES NON PROGRAM FOOD SALES
1319	FAN CLOTH	\$995.66	95	CHS	TRACK ATHLETIC GEAR
1320	HUFF, SANDY	\$29.35	95	CHS	REIMB WRISTBAND
1321	HUGHES, MARIBEL	\$57.69	1	BPS	REIMB ASES TREATS & SUPPLIES
1323	ITHURBURN, JOHN	\$187.48	1	CHS	REIMB SUPPLIES PURCHASED
1324	KING CLOTHING	\$2,110.88	95	CHS	SOFTBALL CLOTHING
1326	LAS PLUMAS HIGH SCHOOL	\$50.00	95	CHS	REFUND OF OVERPAID TRACK FEE
1325	LEMENAGER, ERIKA	\$194.68	1	EMS	REIMB MILEAGE & TREATS
1334	MICHELLE QUIST-HERF JONES	\$420.00	95	CHS	ASB YEARBOOK WORKSHOP
1339	MYERS, JAMIE	\$80.99	1	BPS	REIMB CLASSROOM SUPPLIES
1311	NSCIF	\$756.94	1	CHS	BASKETBALL OFFICIALS
1327	PLATT	\$168.33	1	MOT	PROP 39 SUPPLIES
1337	PRINCETON HIGH SCHOOL	\$150.00	95	CHS	REFUND SUPERIOR CATA FEE
1335	RAMIREZ, REBECCA	\$156.40	1	CHS	REIMB TRAVEL EXPENSES
1329	RIVERBANK PIZZA	\$149.99	1	EMS	PIZZA
1328	ROPER, KIM	\$29.35	1	CHS	REIMB WRISTBAND
1331	SCOFIELD, SHANNON	\$33.32	95	CHS	REIMB COOKING SUPPLIES
1330	STANDARD INSURANCE COMPANY	\$1,976.32	1	DO	APRIL DISTRICT PAID INCOME PROTECTION
1332	TINNEL, DANIEL	\$150.00	95	CHS	TRACK- START GUN
1333	VOLTAGE SPECIALISTS	\$736.80	1	MOT	MAINTENANCE & REPAIRS
RC74	US BANK-CAL CARD	\$18,544.04	1	ALL	SEE ATTACHED
TOTAL ALL FUNDS		\$28,547.69			BATCH 40

BATCH 40 - MAY 4, 2018

US BANK CALCARD VISA

Jeremy Miller					
4/18/2018	UPS	UPS, GA	\$16.66	01	SUPPLIES
4/20/2018	UPS	UPS, GA	\$16.66	01	SUPPLIES
4/20/2018	UPS	UPS, GA	\$16.66	01	SUPPLIES
4/18/2018	CDW GOVT	REPLACEMENTLA, CA	\$174.18	01	SUPPLIES
3/23/2018	CDW GOVT	REPLACEMENTLA, CA	(\$119.95)	01	SUPPLIES
		Subtotal:	\$104.21		
Jesse Rodriguez					
4/17/2018	EXPLORE LEARNING	TEXAS	\$3,295.00	01	SUBSCRIPTION
4/17/2018	BARNES & NOBLE	NEW YORK	\$666.02	01	SUPPLIES
4/19/2018	SAMS CLUB	YUBA CITY	\$260.85	01	SUPPLIES
		Subtotal:	\$4,221.87		
Jody Johnston					
4/20/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$110.58	01	SUPPLIES
4/13/2018	HERFF JONES	CHICAGO, IL	\$3,571.43	95	YEARBOOK
4/18/2018	CJSF BALFOUR	CALIFORNIA	\$76.63	01	SUPPLIES
4/19/2018	JONES SCHOOL SUPPLY	COLUMBIA, SC	\$97.25	01	SUPPLIES
		Subtotal:	\$3,855.89		
Maria Espindola					
		Subtotal:	\$0.00		
Melissa Ericsson					
4/17/2018	PLACER COE	ROCKLIN, CA	\$450.00	01	CONFERENCE
4/17/2018	PLACER COE	ROCKLIN, CA	\$75.00	01	CONFERENCE
4/17/2018	PLACER COE	ROCKLIN, CA	\$75.00	01	CONFERENCE
		Subtotal:	\$600.00		
Nick Schantz					
4/9/2018	PAYMENTS	AMZN.COM/BILL, WA	\$257.00	01	PROP 39 SUPPLIES
		Subtotal:	\$257.00		
Rebecca Changus					
4/10/2018	NATIONAL FFA ORG	INDIANAPOLIS, IN	\$778.60	01	FFA SUPPLIES
4/13/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$19.32	01	SUPPLIES
04/30/2018	DRAMASTICS PLAY SVC	NEW YORK, NY	\$20.00	01	SUPPLIES
4/11/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$150.12	01	SUPPLIES
4/17/2018	JW PEPPER	EXTON, PA	\$19.42	01	SUPPLIES
4/18/2018	FLORA FRESH	SACRAMENTO	\$183.24	01	SUPPLIES
4/16/2018	DPS	NEW YORK, NY	\$200.00	01	PERFORMANCE FEES
4/18/2018	VISTAPRINTS	800-447-1892, IL	\$76.56	01	SUPPLIES
4/21/2018	SACRAMENTO RIVERCATS	SACRAMENTO, CA	\$6,160.00	01	VOUCHERS
4/17/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$126.55	01	SUPPLIES
4/16/2018	UNIVERSITY OF OREGON	OREGON	\$80.00	01	VOLLEYBALL CAMP

4/19/2018	COCA-COLA	LOS ANGELES, CA	\$141.45	01	SUPPLIES
4/20/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$25.35	01	SUPPLIES
4/20/2018	SACRAMENTO STATE COLLEGE	SACRAMENTO, CA	\$750.00	01	AP TEST REGISTRATION
4/13/2018	QUILL	LOS ANGELES, CA	\$191.62	01	SUPPLIES
		Subtotal:	\$8,922.23		
Ron Rogers					
4/23/2018	BULBHEAD	NEW JERSEY	\$96.95	01	SUPPLIES
4/17/2018	BAY AREA FAST TRAK	BAY AREA	\$25.00	01	TRANSPORTATION
4/19/2018	DOTFORM PROC	CA	\$28.50	01	TRANSPORTATION
		Subtotal:	\$150.45		
Rosemary Hicks					
4/16/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$41.97	01	SUPPLIES
4/17/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$95.07	01	SUPPLIES
4/18/2018	SUBWAY	COLUSA, CA	\$22.45	01	FOOD
4/19/2018	ROUND TABLE	COLUSA, CA	\$117.92	01	FOOD
4/20/2018	SAV MOR FOODS	COLUSA, CA	\$148.78	01	FOOD
		Subtotal:	\$426.19		
Zeba Hone					
4/19/2018	USPS	COLUSA, CA	\$6.20	01	SUPPLIES
		Subtotal:	\$6.20		
	BATCH 39 VISA TOTAL:		\$18,544.04		

Batch status: A All

From batch: 0040

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

012 COLUSA UNIFIED SCHOOL DISTRICT J68816
B40 5.4.2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0040 MAY 4, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS		
004456/00	ADVANCED DOCUMENT CONCEPTS		941727222					
PV-001312	04/26/2018	INV ARIN14151		01-0000-0-4300-1110-1000-200-2030-0000	NN		205.21	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	205.21 *		205.21	
005538/00	BAILEY, CHRISTINA							
PV-001340	04/30/2018	REIMB CLASSROOM SUPPLIES		01-0000-0-4300-1110-1000-100-1064-0000	NN		17.61	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	17.61 *		17.61	
004996/00	BAXTER AUTO PARTS		930509681					
PV-001313	04/26/2018	INV 27-159332		01-0000-0-4300-0000-8100-000-6500-0000	NN		54.34	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	54.34 *		54.34	
006037/00	BROOKS, SAMANTHA							
PV-001314	04/26/2018	REIMB ASB YRBK SUPPLIES		95-0860-0-4300-0000-0000-000-0000-0000	NN		233.10	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	233.10 *		233.10	
006114/00	BURG, NIKOLE							
PV-001315	04/26/2018	REIMB STATE CONF SUPPLIES		95-0865-0-4300-0000-0000-000-0000-0000	NN		48.75	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	48.75 *		48.75	
005066/00	CASCADE ATHLETIC SUPPLY CO		208090920					
PV-001318	04/26/2018	CINCH PACKS		95-0833-0-4300-0000-0000-000-0000-0000	NN		467.10	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	467.10 *		467.10	
006155/00	CHRISTY AVERA							
PV-001322	04/26/2018	REIMB DOJ SCAN FEE		01-0000-0-2260-0000-7200-000-0000-0000	NN		10.00	
				OVERTIME CLASSIFIED SUPPORT				
PV-001322	04/26/2018	REIMB CONF MILEAGE		01-0000-0-5200-0000-7200-000-0000-0000	NN		73.03	
				TRAVEL AND CONFERENCE				

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TOTAL PAYMENT AMOUNT	83.03 *	83.03
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005646/00	HUGHES, MARIBEL			
PV-001321	04/26/2018	REIMB ASES TREATS	01-6010-0-4300-1110-1000-100-1022-0000 NN	47.69
			MATERIALS AND SUPPLIES	
PV-001336	04/26/2018	RIEMB SUPPLIES	01-6010-0-4300-1110-1000-100-1022-0000 NN	10.00
			MATERIALS AND SUPPLIES	
		TOTAL PAYMENT AMOUNT	57.69 *	57.69

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ACCOUNTS PAYABLE PRELIST
BATCH: 0040 MAY 4, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				

003793/00	ITHURBURN, JOHN							
PV-001323	04/26/2018	REIMB WASC SNACKS		01-0000-0-4300-1110-1000-300-3002-0000 NN			187.48	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		187.48 *				187.48
000159/00	KING CLOTHING							
PV-001324	04/26/2018	SOFTBALL JERSEYS		95-0832-0-4300-0000-0000-000-0000-0000 NN			2,110.88	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		2,110.88 *				2,110.88
004476/00	LAS PLUMAS HIGH SCHOOL							
PV-001326	04/26/2018	RIEMB TRACK OVERPAYMENT		95-0833-0-4300-0000-0000-000-0000-0000 NN			50.00	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		50.00 *				50.00
005150/00	LEMENAGER, ERIKA							
PV-001325	04/26/2018	REIMB CONF MILEAGE		01-3010-0-4300-1110-1000-200-2040-0000 NN			56.68	
				MATERIALS AND SUPPLIES				
PV-001325	04/26/2018	REIMB JEFFS FREEZETTE		01-0001-0-4300-1110-1000-200-2003-0000 NN			138.00	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		194.68 *				194.68
006159/00	MICHELLE QUIST-HERF JONES	620057718						
PV-001334	04/26/2018	ASB YRBK WKSHP		95-0860-0-4300-0000-0000-000-0000-0000 NY			420.00	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		420.00 *				420.00
002411/00	MYERS, JAMIE							
PV-001339	04/30/2018	REIMB CLASSROOM SUPPLIES		01-0000-0-4300-1110-1000-100-1020-0000 NN			80.99	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		80.99 *				80.99

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ACCOUNTS PAYABLE PRELIST
BATCH: 0040 MAY 4, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS		
003150/00	NSCIF		942168030					
PV-001311	04/26/2018	Inv 15926		01-9099-0-4300-1110-4000-000-7201-0000	NN		378.47	
				MATERIALS AND SUPPLIES				
PV-001311	04/26/2018	Inv 15926		01-9099-0-4300-1110-4000-000-7202-0000	NN		378.47	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	756.94 *		756.94	
005792/00	PLATT		205021845					
PV-001327	04/26/2018	INV R147219		01-6230-0-6243-0000-8500-000-0000-0000	NN		168.33	
				GENERAL CONTRACTOR				
				TOTAL PAYMENT AMOUNT	168.33 *		168.33	
004249/00	PRINCETON HIGH SCHOOL		262267044					
PV-001337	04/27/2018	REIMB PRINCETON JUSD		95-0870-0-4300-0000-0000-000-0000-0000	NN		150.00	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	150.00 *		150.00	
005952/00	RAMIREZ, REBECCA							
PV-001335	04/27/2018	CONF TRAVEL REIMB		01-7338-0-5800-1110-3110-300-3000-0000	NN		156.40	
				CONSULTING SERV/OPERATING EXP				
				TOTAL PAYMENT AMOUNT	156.40 *		156.40	
000924/00	RIVERBANK PIZZA		203976569					
PV-001329	04/26/2018	EMS PIZZA PARTY		01-0001-0-4300-1110-1000-200-2003-0000	NN		149.99	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	149.99 *		149.99	
005949/00	ROPER, KIM		558931244					
PV-001328	04/26/2018	REOMB CHS WRISTBAND		95-0849-0-4300-0000-0000-000-0000-0000	NY		29.35	
				MATERIALS AND SUPPLIES				
				TOTAL PAYMENT AMOUNT	29.35 *		29.35	

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ACCOUNTS PAYABLE PRELIST
BATCH: 0040 MAY 4, 2018

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num								
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE T9MPS	Liq Amt	Net Amount						

006072/00	SCOFIELD, SHANNON												
PV-001331	04/26/2018	REIMB COOKING SUPPLIES		95-0890-0-4300-0000-0000-000-0000-0000	NN		33.32						
		MATERIALS AND SUPPLIES											
		TOTAL PAYMENT AMOUNT			33.32 *		33.32						
005159/00	STANDARD INSURANCE COMPANY	930242990											
PV-001330	04/26/2018	APRIL BILLING		01-0000-0-9517-0000-0000-000-0000-0000	NN		1,976.32						
		MEDICARE LIAB											
		TOTAL PAYMENT AMOUNT			1,976.32 *		1,976.32						
005800/00	TINNEL, DANIEL	570867261											
PV-001332	04/26/2018	V REGIER TRACK MEET STARTER		95-0833-0-4300-0000-0000-000-0000-0000	NY		150.00						
		MATERIALS AND SUPPLIES											
		TOTAL PAYMENT AMOUNT			150.00 *		150.00						
005101/00	US BANK- CAL CARD	411558798											
RC-000066	04/26/2018	N SCHANTZ VISA		01-6230-0-6243-0000-8500-000-0000-0000	N		257.00						
		GENERAL CONTRACTOR											
RC-000066	04/26/2018	N SCHANTZ VISA		01-6230-0-6243-0000-8500-000-0000-0000	N		18.63						
		GENERAL CONTRACTOR											
RC-000066	04/26/2018	N SCHANTZ VISA		01-0000-0-9519-0000-8100-000-6500-0000	N		-18.63						
		SALES TAX LIABILITY											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-4300-1110-1000-200-2020-0000	N		34.72						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-4300-1110-1000-200-2021-0000	N		75.86						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		95-0990-0-4300-0000-0000-000-0000-0000	N		3,571.43						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-4300-1110-1000-200-2030-0000	N		76.63						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-4300-1110-1000-200-2030-0000	N		97.25						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-4300-1110-1000-200-2030-0000	N		7.05						
		MATERIALS AND SUPPLIES											
RC-000067	04/20/2018	J JOHNSTON VISA		01-0000-0-9519-1110-1000-200-2030-0000	N		-7.05						
		SALES TAX LIABILITY											
RC-000068	04/30/2018	R ROGERS VISA		01-0723-0-4300-0000-3600-000-6500-0000	N		96.95						
		MATERIALS AND SUPPLIES											
RC-000068	04/30/2018	R ROGERS VISA		01-0723-0-4300-0000-3600-000-6500-0000	N		25.00						
		MATERIALS AND SUPPLIES											

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num										
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS	Liq Amt	Net Amount										
005101 (CONTINUED)															
RC-000068	04/30/2018	R ROGERS VISA	01-0723-0-4300-0000-3600-000-6500-0000	N	28.50										
		MATERIALS AND SUPPLIES													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	41.97										
		MATERIALS AND SUPPLIES													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	3.04										
		MATERIALS AND SUPPLIES													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-9519-0000-8100-000-6500-0000	N	-3.04										
		SALES TAX LIABILITY													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4100-1110-1000-100-1045-0000	N	95.07										
		TEXTBOOKS													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4100-1110-1000-100-1045-0000	N	3.42										
		TEXTBOOKS													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-9519-1110-1000-100-1030-0000	N	-3.42										
		SALES TAX LIABILITY													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	22.45										
		MATERIALS AND SUPPLIES													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	117.92										
		MATERIALS AND SUPPLIES													
RC-000069	04/30/2018	R HICKS VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	148.78										
		MATERIALS AND SUPPLIES													
RC-000070	04/30/2018	J RODRIGUEZ VISA	01-0000-0-4300-1110-1000-100-1041-0000	N	3,295.00										
		MATERIALS AND SUPPLIES													
RC-000070	04/30/2018	J RODRIGUEZ VISA	01-0000-0-4100-1110-1000-100-1045-0000	N	666.02										
		TEXTBOOKS													
RC-000070	04/30/2018	J RODRIGUEZ VISA	01-0000-0-4300-1110-1000-100-1030-0000	N	260.85										
		MATERIALS AND SUPPLIES													
RC-000071	04/30/2018	Z HONE VISA	01-0000-0-4300-0000-7200-000-0000-0000	N	6.20										
		MATERIALS AND SUPPLIES													
RC-000072	04/30/2018	M ERICSSON	01-0000-0-4300-0000-7200-000-0000-0000	N	600.00										
		MATERIALS AND SUPPLIES													
RC-000073	04/30/2018	J MILLER VISA	01-0000-0-4300-0000-7700-000-6000-0000	N	16.66										
		MATERIALS AND SUPPLIES													
RC-000073	04/30/2018	J MILLER VISA	01-0000-0-4300-0000-7700-000-6000-0000	N	16.66										
		MATERIALS AND SUPPLIES													
RC-000073	04/30/2018	J MILLER VISA	01-0000-0-4300-0000-7700-000-6000-0000	N	16.66										
		MATERIALS AND SUPPLIES													
RC-000073	04/30/2018	J MILLER VISA	01-0000-0-4300-0000-7700-000-6000-0000	N	-119.95										
		MATERIALS AND SUPPLIES													
RC-000073	04/30/2018	J MILLER VISA	01-0000-0-4300-0000-7700-000-6000-0000	N	174.18										
		MATERIALS AND SUPPLIES													
RC-000074	04/30/2018	R CHANGUS VISA	01-0000-0-4300-3800-1000-300-3539-0000	N	778.60										
		MATERIALS AND SUPPLIES													
RC-000074	04/30/2018	R CHANGUS VISA	01-0000-0-4300-3800-1000-300-3539-0000	N	51.30										
		MATERIALS AND SUPPLIES													
RC-000074	04/30/2018	R CHANGUS VISA	01-0000-0-9519-3800-1000-300-3539-0000	N	-51.30										
		SALES TAX LIABILITY													

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ACCOUNTS PAYABLE PRELIST
BATCH: 0040 MAY 4, 2018

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Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS	Liq Amt	Net Amount	

				TOTAL BATCH PAYMENT	28,547.69 ***		0.00	28,547.69	
				TOTAL USE TAX AMOUNT	72.19				
				TOTAL DISTRICT PAYMENT	28,547.69 ****		0.00	28,547.69	
				TOTAL USE TAX AMOUNT	72.19				
				TOTAL FOR ALL DISTRICTS:	28,547.69 ****		0.00	28,547.69	
				TOTAL USE TAX AMOUNT	72.19				

Number of checks to be printed: 29, not counting voids due to stub overflows.

012 COLUSA UNIFIED SCHOOL DISTRICT
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REVOLVING CASH PRELIST
BATCH: 0040 MAY 4, 2018

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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000066	US BANK- CAL CARD	411558798	005101	00 04/26/2018	N SCHANTZ VISA

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
005101	US BANK- CAL CARD	04/26/2018	00000000	01-6230-0-6243-0000-8500-000-0000-0000		257.00 N
005101	US BANK- CAL CARD	04/26/2018	00000000	01-6230-0-6243-0000-8500-000-0000-0000		18.63 N
005101	US BANK- CAL CARD	04/26/2018	00000000	01-0000-0-9519-0000-8100-000-6500-0000		18.63- N
TOTAL REFERENCE AMOUNT						257.00 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000067	US BANK- CAL CARD	411558798	005101	00 04/20/2018	J JOHNSTON VISA	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-200-2020-0000	34.72 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-200-2021-0000	75.86 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	95-0990-0-4300-0000-0000-000-0000-0000	3,571.43 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000	76.63 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000	97.25 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000	7.05 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-9519-1110-1000-200-2030-0000	7.05- N	
TOTAL REFERENCE AMOUNT						3,855.89 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000068	US BANK- CAL CARD	411558798	005101	00 04/30/2018	R ROGERS VISA	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0723-0-4300-0000-3600-000-6500-0000	96.95 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0723-0-4300-0000-3600-000-6500-0000	25.00 N	
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0723-0-4300-0000-3600-000-6500-0000	28.50 N	
TOTAL REFERENCE AMOUNT						150.45 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000069	US BANK- CAL CARD	411558798	005101	00 04/30/2018	R HICKS VISA	
005101	US BANK- CAL CARD	04/16/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	41.97 N	
005101	US BANK- CAL CARD	04/16/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	3.04 N	
005101	US BANK- CAL CARD	04/16/2018	00000000	01-0000-0-9519-0000-8100-000-6500-0000	3.04- N	
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4100-1110-1000-100-1045-0000	95.07 N	
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4100-1110-1000-100-1045-0000	3.42 N	
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-9519-1110-1000-100-1030-0000	3.42- N	
005101	US BANK- CAL CARD	04/18/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	22.45 N	
005101	US BANK- CAL CARD	04/19/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	117.92 N	
005101	US BANK- CAL CARD	04/20/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	148.78 N	
TOTAL REFERENCE AMOUNT						426.19 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000070	US BANK- CAL CARD	411558798	005101	00 04/30/2018	J RODRIGUEZ VISA

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000070 (CONTINUED)

REVOLVING CASH PRELIST
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description			
000070	US BANK- CAL CARD	411558798	005101	00	04/30/2018	J RODRIGUEZ VISA		
Ve No	Vendor Name	Date	Check No	FD	RESC	Y	OBJ	GOAL
				FUNC	SCH	BDRS	TYPE	Amount
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-1110-1000-100-1041-0000				3,295.00 N
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4100-1110-1000-100-1045-0000				666.02 N
005101	US BANK- CAL CARD	04/19/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000				260.85 N
TOTAL REFERENCE AMOUNT								4,221.87 *

Ve No	Vendor Name	Date	Check No	FD	RESC	Y	OBJ	GOAL
				FUNC	SCH	BDRS	TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description			
000071	US BANK- CAL CARD	411558798	005101	00	04/30/2018	Z HONE VISA		
005101	US BANK- CAL CARD	04/19/2018	00000000	01-0000-0-4300-0000-7200-000-0000-0000				6.20 N
TOTAL REFERENCE AMOUNT								6.20 *

Ve No	Vendor Name	Date	Check No	FD	RESC	Y	OBJ	GOAL
				FUNC	SCH	BDRS	TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description			
000072	US BANK- CAL CARD	411558798	005101	00	04/30/2018	M ERICSSON		
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-0000-7200-000-0000-0000				600.00 N
TOTAL REFERENCE AMOUNT								600.00 *

Ve No	Vendor Name	Date	Check No	FD	RESC	Y	OBJ	GOAL
				FUNC	SCH	BDRS	TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description			
000073	US BANK- CAL CARD	411558798	005101	00	04/30/2018	J MILLER VISA		
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000				16.66 N
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000				16.66 N
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000				16.66 N
005101	US BANK- CAL CARD	04/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000				119.95- N
005101	US BANK- CAL CARD	04/02/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000				174.18 N
TOTAL REFERENCE AMOUNT								104.21 *

Ve No	Vendor Name	Date	Check No	FD	RESC	Y	OBJ	GOAL
				FUNC	SCH	BDRS	TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description			
000074	US BANK- CAL CARD	411558798	005101	00	04/30/2018	R CHANGUS VISA		
005101	US BANK- CAL CARD	04/10/2018	00000000	01-0000-0-4300-3800-1000-300-3539-0000				778.60 N
005101	US BANK- CAL CARD	04/10/2018	00000000	01-0000-0-4300-3800-1000-300-3539-0000				51.30 N
005101	US BANK- CAL CARD	04/10/2018	00000000	01-0000-0-9519-3800-1000-300-3539-0000				51.30- N
005101	US BANK- CAL CARD	04/13/2018	00000000	01-9011-0-4300-7110-1000-300-3611-0000				19.32 N
005101	US BANK- CAL CARD	04/13/2018	00000000	01-9011-0-4300-7110-1000-300-3611-0000				1.40 N
005101	US BANK- CAL CARD	04/13/2018	00000000	01-9011-0-9519-7110-1000-300-3611-0000				1.40- N
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-300-3560-0000				20.00 N

012 COLUSA UNIFIED SCHOOL DISTRICT
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000074 (CONTINUED)

REVOLVING CASH PRELIST
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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000074	US BANK- CAL CARD	411558798	005101	00 04/30/2018	R CHANGUS VISA

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-4300-1110-1000-300-3560-0000		1.45 N
005101	US BANK- CAL CARD	04/30/2018	00000000	01-0000-0-9519-1110-1000-300-3560-0000		1.45- N
005101	US BANK- CAL CARD	04/16/2018	00000000	01-0000-0-4300-1110-1000-300-3560-0000		150.12 N
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0001-0-4300-1110-1000-300-3669-0000		19.42 N
005101	US BANK- CAL CARD	04/18/2018	00000000	01-0001-0-4300-3800-1000-300-3538-0000		183.24 N
005101	US BANK- CAL CARD	04/16/2018	00000000	01-0000-0-4300-1110-1000-300-3560-0000		200.00 N
005101	US BANK- CAL CARD	04/30/2018	00000000	95-0800-0-4300-0000-0000-000-0000-0000		76.56 N
005101	US BANK- CAL CARD	04/21/2018	00000000	01-9099-0-4300-1110-4000-000-7281-0000		6,160.00 N
005101	US BANK- CAL CARD	04/17/2018	00000000	01-0000-0-4300-1110-1000-300-3685-0000		126.55 N
005101	US BANK- CAL CARD	04/19/2018	00000000	95-0834-0-4300-0000-0000-000-0000-0000		80.00 N
005101	US BANK- CAL CARD	04/19/2018	00000000	01-9099-0-4300-1110-4000-000-7113-0000		141.45 N
005101	US BANK- CAL CARD	04/20/2018	00000000	01-0000-0-4300-1110-1000-300-3560-0000		25.35 N
005101	US BANK- CAL CARD	04/20/2018	00000000	01-7338-0-5800-1110-3110-300-3000-0000		750.00 N
005101	US BANK- CAL CARD	04/13/2018	00000000	01-0000-0-4300-1110-1000-300-3610-0000		191.62 N
TOTAL REFERENCE AMOUNT						8,922.23 *
TOTAL RC VENDOR AMOUNT						18,544.04 *

TOTAL BATCH PAYMENT 0.00 ***

TOTAL ACCOUNTS PAYABLE 0.00 ****

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED MAY 11, 2018 - BATCH 41

PV/RC #	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
1354-1359	ADVANCED DOCUMENT CONCEPTS	\$1,449.41	1	ALL	EQUIPMENT MAINTENANCE FEES
1360-1361	ALHAMBRA	\$154.67	1	DO, MOT	WATER
1363	ALVES, MALLORY	\$114.63	1	PBS	REIMB SUPPLIES PURCHASED
1362	AMERICAN FIDELITY	\$403.87	1	DO	DISTRICT PAID DISABILITY
1364	ARBUCKLE GOLF CLUB	\$60.00	1	CHS	GOLF PRACTICE
1365	ATHLETICS UNLIMITED	\$212.34	95	CHS	SPORTS WEAR
1366	BRADBURY, GAYLE	\$53.41	1	CHS	REIMB MILEAGE
1425	CALIFORNIA'S VALUED TRUST	\$110,943.32	1	DO	INSURANCE
1385	CCSESA	\$100.00	1	CHS	ART CONFERENCE
1374	CITY OF COLUSA	\$7,297.91	1	ALL	DISTRICT WATER
1373	CLOSE LUMBER	\$221.70	1	MOT	MATERIALS & SUPPLIES
1383	COLUSA DAIRY	\$145.04	1	BPS	POPSICLES
1343	COLUSA USD ASB FUND	\$424.01	1	EMS	XFER MONEY TO CORRECT FUND
1386	COLUSA USD CAFETERIA FUND	\$626.17	1/95	CHS	CHS WASC EVENTS
76	COLUSA USD EMERGENCY FUND	\$1,211.16	1/95	ALL	REIMB FUND FOR MISC EVENTS
1424	COLUSA USD GENERAL FUND	\$16,191.32	1/95	ALL	REIMB FUND FOR VARIOUS TRANSPORTATION CHARGES
1418-1421	DANIELSEN	\$5,355.07	13	ALL	FOOD SERVICES SUPPLIES
1388	DAVIES OIL	\$1,360.14	1	ALL	FUEL
1389	DAVISON DRUG	\$10.71	1	CHS	MATERIALS & SUPPLIES
1387	DECKER, ROSEANN	\$37.56	1	BPS	REIMB SUPPLIES PURCHASED
1390	DISCOVERY EDUCATION	\$1,300.00	1	OLL	SUBSCRIPTION
1350-1352	FRINZ FAMILY BAKERIES	\$1,076.75	13	ALL	FOOD SERVICES SUPPLIES
1353	GAGER DISTRIBUTING, INC	\$104.95	13	ALL	FOOD SERVICES SUPPLIES
1367-1372	GOLD STAR FOODS	\$8,401.99	13	ALL	FOOD SERVICES SUPPLIES
1392	GRANZELLA'S	\$403.00	13	ALL	ESA TRIP SUPPLIES
1391	GRIFF'S FEED & 'SEED	\$101.09	1	CHS	ANIMAL SUPPLIES
1395	HUST BROTHERS	\$60.81	1	MOT	TRANSPORTATION SUPPLIES
1396	INDUSTRIAL PLUMBING SUPPLY	\$942.56	1	MOT	MAINTENANCE SUPPLIES
1397-1401	KELLEHER PAINT	\$666.85	1	MOT	MAINTENANCE SUPPLIES
1402	LEUKEMIA AND LYMPHOMA SOCIETY	\$545.24	1	EMS	PENNIES FOR PATIENTS
1417	MITEL	\$1,433.91	1	ALL	PHONE LEASE
1403	NAIL, MITCHELL	\$190.71	1	CHS	REIMB SUPPLIES PURCHASED
1404	NILSEN-RAYMOND, LISA	\$100.28	1	DO	REIMB MILEAGE
1405	NORTHERN CALIF. FEED & MINERALS	\$382.50	1	CHS	ANIMAL FOOD
1406	NSCIF	\$45.00	1	CHS	GOLF CHAMPIONSHIP
1393-1394	QUILL	\$196.54	1	BPS	MATERIALS & SUPPLIES
1396	STEVER, STEPHANIE	\$53.41	1	CHS	REIMB SUPPLIES PURCHASED
1408	SUPERIOR TIRE SERVICE	\$37.70	1	MOT	TRANSPORTATION SUPPLIES
1416-1423	SYSCO FOODS	\$1,312.54	13	ALL	FOOD SERVICES SUPPLIES
1409-1410	THOMAS, HEATHER	\$197.10	1	CHS	REIMB SUPPLIES PURCHASED
1344	TIETZ, RYAN	\$119.89	1	BPS	REIMB SUPPLIES PURCHASED
1411	US AWARDS	\$258.83	95	CHS	ATHLETIC AWARDS
1426	US AWARDS	\$74.75	95	CHS	TRACK AWARDS
75	USBANK-CALCARD-R CHANGUS	\$4,892.42	1/95	CHS	REIMB SUPPLIES PURCHASED
1412	WILLIAMSON, JOE	\$152.60	1	CHS	REIMB MILEAGE
1413	YASUHARA, CARY	\$675.00	95	CHS	DJ SERVICES
1414	YUBA SAFE & LOCK	\$4,296.32	1	MOT	MOT SUPPLIES
TOTAL ALL FUNDS		\$174,395.18			BATCH 41

BATCH 41 - MAY 11, 2018

US BANK CALCARD VISA

Rebecca Changus					
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	UCA CAMPS & COMPETITIONS	MEMPHIS, TN	\$2,200.00	01	EVENT REGISTRATION
4/27/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$305.40	01	SUPPLIES
4/27/2018	SQ *SUPREME ATHLETICS	YUBA CITY, CA	\$600.60	01	BASEBALL JERSEYS
4/27/2018	ACT PROGRAMS	800-498-6065, IA	\$62.50	01	STUDENT TESTING FEES
4/28/2018	QUILL CORPORATION	800-982-3400, SC	\$62.68	01	SUPPLIES
4/28/2018	QUILL CORPORATION	800-982-3400, SC	\$21.44	01	SUPPLIES
		Subtotal:	\$4,892.42		
		BATCH 41 VISA TOTAL:	\$4,892.42		

Batch status: A All

From batch: 0041

To batch: 0041

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

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006163/00	ATHLETICS UNLIMITED		
PV-001365	05/03/2018 SO# 10000038420	95-0826-0-4300-0000-0000-0000-0000 NN	212.34
		MATERIALS AND SUPPLIES	
	TOTAL PAYMENT AMOUNT	212.34 *	212.34

006160/00	BRADBURY, GAYLE				
PV-001366	05/03/2018	REIMB MILEAGE	01-7338-0-5800-1110-3110-300-3000-0000	NN	53.41
			CONSULTING SERV/OPERATING EXP		
		TOTAL PAYMENT AMOUNT	53.41	*	53.41

004976/00	CALIFORNIA'S VALUED TRUST		
PV-001425	05/08/2018 MAY 2018 CVT	01-0000-0-9514-0000-0000-0000-0000 NN	110,943.32
		HEALTH/WELFARE LIAB	
	TOTAL PAYMENT AMOUNT	110,943.32 *	110,943.32

006164/00	CCSESA				
PV-001385	05/03/2018	CONFERENCE REGISTRATION	01-7338-0-5800-1110-3110-300-3000-0000	NN	100.00
			CONSULTING SERV/OPERATING EXP		
		TOTAL PAYMENT AMOUNT	100.00	*	100.00

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Batch 41 - May 11, 2018

ACCOUNTS PAYABLE PRELIST
BATCH: 0041 MAY 11, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPMS			

000188	(CONTINUED)							
	RC-000076	05/03/2018 REIMB EMERGENCY FUND		01-0001-0-4300-1110-1000-100-1003-0000	N		300.00	
				MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT		1,211.16 *				1,211.16
003510/00	COLUSA USD -GENERAL FUND							
	PV-001424	05/08/2018 MILEAGE		01-0000-0-4300-1110-1000-100-1100-0000	NN		40.00	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0000-0-4300-1110-1000-100-1200-0000	NN		220.00	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0001-0-4300-1110-1000-100-1201-0000	NN		656.00	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-7220-0-4300-1110-1000-300-3026-0000	NN		3,788.67	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0001-0-4300-1110-1000-300-3662-0000	NN		51.78	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0001-0-5800-1110-1000-300-3663-0000	NN		1,434.57	
				CONSULTING SERV/OPERATING EXP				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7202-0000	NN		385.86	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7231-0000	NN		315.56	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7341-0000	NN		432.00	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7240-0000	NN		309.02	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0001-0-4300-1110-1000-200-2400-0000	NN		74.12	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		95-0870-0-4300-0000-0000-000-0000-0000	NN		50.14	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7261-0000	NN		1,979.69	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7271-0000	NN		316.00	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7281-0000	NN		1,629.66	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-9099-0-4300-1110-4000-000-7282-0000	NN		1,123.27	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-7338-0-5800-1110-3110-300-3000-0000	NN		703.58	
				CONSULTING SERV/OPERATING EXP				
	PV-001424	05/08/2018 MILEAGE		01-0100-0-4300-1110-1000-000-0074-0000	NN		65.40	
				MATERIALS AND SUPPLIES				
	PV-001424	05/08/2018 MILEAGE		01-0000-0-1110-1110-1000-000-0031-0000	NN		2,616.00	
				REGULAR TEACHERS				

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ACCOUNTS PAYABLE PRELIST
BATCH: 0041 MAY 11, 2018

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num									
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS											

TOTAL PAYMENT AMOUNT													16,191.32 *	16,191.32
003237/00	DANIELSEN COMPANY	942287800												
PV-001345	05/03/2018	INV 162470	13-5310-0-4700-0000-3700-000-0000-0000 NN										1,274.48	
			FOOD											
PV-001346	05/03/2018	INV 163198	13-5310-0-4700-0000-3700-000-0000-0000 NN										957.85	
			FOOD											
PV-001347	05/03/2018	INV 163903	13-5310-0-4700-0000-3700-000-0000-0000 NN										1,004.36	
			FOOD											
PV-001348	05/03/2018	INV 164630	01-0000-0-4300-1110-1000-100-1030-0000 NN										201.91	
			MATERIALS AND SUPPLIES											
PV-001349	05/03/2018	CR MEMO 164101	13-5310-0-4700-0000-3700-000-0000-0000 NN										-53.62	
			FOOD											
PV-001415	05/08/2018	INV 164649	13-5310-0-4700-0000-3700-000-0000-0000 NN										597.68	
			FOOD											
PV-001418	05/08/2018	INV 163894	13-5310-0-4700-0000-3700-000-0000-0000 NN										184.45	
			FOOD											
PV-001418	05/08/2018	INV 163894	13-5310-0-4710-0000-3700-000-0000-0000 NN										148.09	
			FOOD - SNACK BAR											
PV-001419	05/08/2018	INV 163205	13-5310-0-4700-0000-3700-000-0000-0000 NN										204.61	
			FOOD											
PV-001419	05/08/2018	INV 163205	13-5310-0-4710-0000-3700-000-0000-0000 NN										157.04	
			FOOD - SNACK BAR											
PV-001420	05/08/2018	INV 162490	13-5310-0-4700-0000-3700-000-0000-0000 NN										211.70	
			FOOD											
PV-001420	05/08/2018	INV 162490	13-5310-0-4710-0000-3700-000-0000-0000 NN										129.05	
			FOOD - SNACK BAR											
PV-001421	05/08/2018	INV 164650	13-5310-0-4700-0000-3700-000-0000-0000 NN										337.47	
			FOOD											
TOTAL PAYMENT AMOUNT													5,355.07 *	5,355.07
001788/00	DAVIES OIL CO	942783899												
PV-001388	05/03/2018	APRIL FUEL	01-0723-0-4300-0000-3600-000-6500-0000 NN										1,360.14	
			MATERIALS AND SUPPLIES											
TOTAL PAYMENT AMOUNT													1,360.14 *	1,360.14
000224/00	DAVISON DRUG & STATIONERY	201827519												
PV-001389	05/03/2018	395051	01-0000-0-4300-1110-3110-300-3100-0000 NN										10.71	
			MATERIALS AND SUPPLIES											
TOTAL PAYMENT AMOUNT													10.71 *	10.71

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS	Liq Amt	Net Amount			
006162/00	GRANZELLA'S							
PV-001392	05/03/2018	INV 9603	01-7220-0-4300-1110-1000-300-3026-0000 NN		403.00			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	403.00 *				403.00
000309/00	GRIFF'S FEED & SEED	942375286						
PV-001391	05/03/2018	INV 331133	01-0001-0-4300-3800-1000-300-3538-0000 NN		101.09			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	101.09 *				101.09
006166/00	HUST BROTHERS							
PV-001395	05/03/2018	INV 22IV095929	01-0723-0-4300-0000-3600-000-6500-0000 NN		60.81			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	60.81 *				60.81
006158/00	INDUSTRIAL PLUMBING SUPPLY	721618094						
PV-001396	05/03/2018	69642	01-0000-0-4300-0000-8100-000-6500-0000 NY		942.56			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	942.56 *				942.56
001688/00	KELLEHER PAINT	680330636						
PV-001397	05/03/2018	INV 6977	01-0000-0-4300-0000-8100-000-6500-0000 NN		46.90			
			MATERIALS AND SUPPLIES					
PV-001398	05/03/2018	INV 7042	01-0000-0-4300-0000-8100-000-6500-0000 NN		139.60			
			MATERIALS AND SUPPLIES					
PV-001399	05/03/2018	7094	01-0000-0-4300-0000-8100-000-6500-0000 NN		79.47			
			MATERIALS AND SUPPLIES					
PV-001400	05/03/2018	INV 7140	01-0000-0-4300-0000-8100-000-6500-0000 NN		172.19			
			MATERIALS AND SUPPLIES					
PV-001401	05/03/2018	INV 7139	01-0000-0-4300-0000-8100-000-6500-0000 NN		228.69			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	666.85 *				666.85

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJ GOAL	ABA num FUNC SCH BDRS	Account num TYPE T9MPS	Liq Amt	Net Amount
003917/00	LEUKEMIA & LYMPHOMA SOCIETY		559720751					
	PV-001402	05/03/2018	PENNIES FOR PATIENTS		01-0000-0-4300-1110-1000-200-2030-0000	NY		545.24
					MATERIALS AND SUPPLIES			
				TOTAL PAYMENT AMOUNT		545.24 *		545.24
005346/00	MITEL LEASING		860289177					
	PV-001417	05/08/2018	INV 1462817		01-0000-0-5600-1110-1000-000-0060-0000	NN		1,433.91
					RENTALS, LEASES AND REPAIRS			
				TOTAL PAYMENT AMOUNT		1,433.91 *		1,433.91
005741/00	NAIL, MITCHELL							
	PV-001403	05/03/2018	REIMB RECEIPTS		01-7220-0-4300-1110-1000-300-3026-0000	NN		190.71
					MATERIALS AND SUPPLIES			
				TOTAL PAYMENT AMOUNT		190.71 *		190.71
005745/00	NILSEN RAYMOND, LISA							
	PV-001404	05/03/2018	REIMB MILEAGE		01-0000-0-5200-0000-7200-000-0000-0000	NN		100.28
					TRAVEL AND CONFERENCE			
				TOTAL PAYMENT AMOUNT		100.28 *		100.28
006138/00	NORTHERN CALIFORNIA FEED &							
	PV-001405	05/03/2018	INV 1851/1782		01-0001-0-4300-3800-1000-300-3538-0000	NN		242.50
					MATERIALS AND SUPPLIES			
	PV-001405	05/03/2018	INV 1851/1782		01-0001-0-4300-3800-1000-300-3538-0000	NN		140.00
					MATERIALS AND SUPPLIES			
				TOTAL PAYMENT AMOUNT		382.50 *		382.50
003150/00	NSCIF		942168030					
	PV-001406	05/03/2018	2018 GOLD CHAMPIONSHIP		01-9099-0-4300-1110-4000-000-7240-0000	NN		45.00
					MATERIALS AND SUPPLIES			
				TOTAL PAYMENT AMOUNT		45.00 *		45.00

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num		Liq Amt	Net Amount
				FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS				
003412/00	TIETZ, RYAN								
	PV-001344	05/03/2018 REIMB FOR RECEIPTS			01-0000-0-4300-1110-1000-100-1063-0000	NN		119.89	
					MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT			119.89 *				119.89
005373/00	US AWARDS INC.		481044285						
	PV-001411	05/03/2018 INV 52377			95-0800-0-4300-0000-0000-000-0000-0000	NN		258.83	
					MATERIALS AND SUPPLIES				
	PV-001426	05/08/2018 INV 52811			95-0800-0-4300-0000-0000-000-0000-0000	NN		74.75	
					MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT			333.58 *				333.58
005101/00	US BANK- CAL CARD		411558798						
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3002-0000	N		409.95	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3002-0000	N		409.95	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3002-0000	N		409.95	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3002-0000	N		409.95	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			95-0888-0-4300-0000-0000-000-0000-0000	N		2,200.00	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3700-0000	N		229.32	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0001-0-4300-1110-1000-300-3705-0000	N		76.08	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			95-0821-0-4300-0000-0000-000-0000-0000	N		600.60	
					MATERIALS AND SUPPLIES				
	RC-000075	05/03/2018 VISA R CHANGUS			01-7338-0-5800-1110-3110-300-3000-0000	N		62.50	
					CONSULTING SERV/OPERATING EXP				
	RC-000075	05/03/2018 VISA R CHANGUS			01-0000-0-4300-1110-1000-300-3850-0000	N		84.12	
					MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT			4,892.42 *				4,892.42
003291/00	WILLIAMSON, JOE								
	PV-001412	05/03/2018 REIMB MILEAGE			01-7220-0-4300-1110-1000-300-3026-0000	NN		152.60	
					MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT			152.60 *				152.60

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS	Liq Amt	Net Amount			
006167/00	YASUHARA, CARY	579967119						
PV-001413	05/03/2018	042818	95-0800-0-4300-0000-0000-000-0000-0000 NY		675.00			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	675.00 *		675.00		
000508/00	YUBA SAFE AND LOCK	911859867						
PV-001414	05/03/2018	INV 140026	01-0000-0-4300-0000-8100-000-6500-0000 NN		4,296.32			
			MATERIALS AND SUPPLIES					
			TOTAL PAYMENT AMOUNT	4,296.32 *		4,296.32		
			TOTAL BATCH PAYMENT	174,395.18 ***	0.00	174,395.18		
			TOTAL DISTRICT PAYMENT	174,395.18 ****	0.00	174,395.18		
			TOTAL FOR ALL DISTRICTS:	174,395.18 ****	0.00	174,395.18		

Number of checks to be printed: 46, not counting voids due to stub overflows.

012 COLUSA UNIFIED SCHOOL DISTRICT
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REVOLVING CASH PRELIST
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Ref no Remit name
000076 COLUSA USD - EMERGENCY FUND

Tax ID No Vendor Inv Date Inv Description
000188 00 05/03/2018 REIMB EMERGENCY

Ve No	Vendor Name	Date	Check No	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	Amount	
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	300.00	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-0723-0-5800-0000-3600-000-6500-0000	7.61	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	43.60	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	277.28	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-9099-0-4300-1110-4000-000-7261-0000	270.00	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	95-0800-0-4300-0000-0000-000-0000-0000	12.67	N
000188	COLUSA USD - EMERGENCY FUND	05/03/2018	00000000	01-0001-0-4300-1110-1000-100-1003-0000	300.00	N
TOTAL REFERENCE AMOUNT					1,211.16	*
TOTAL RC VENDOR AMOUNT					1,211.16	*

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REVOLVING CASH PRELIST
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Ref no Remit name
000075 US BANK- CAL CARD

Tax ID No Vendor Inv Date Inv Description
411558798 005101 00 05/03/2018 VISA R CHANGUS

Ve No	Vendor Name	Date	Check No	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	Amount
005101	US BANK- CAL CARD	04/25/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	409.95 N
005101	US BANK- CAL CARD	04/25/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	409.95 N
005101	US BANK- CAL CARD	04/25/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	409.95 N
005101	US BANK- CAL CARD	04/25/2018	00000000	01-0000-0-4300-1110-1000-300-3002-0000	409.95 N
005101	US BANK- CAL CARD	04/13/2018	00000000	95-0888-0-4300-0000-0000-000-0000-0000	2,200.00 N
005101	US BANK- CAL CARD	04/24/2018	00000000	01-0000-0-4300-1110-1000-300-3700-0000	229.32 N
005101	US BANK- CAL CARD	04/24/2018	00000000	01-0001-0-4300-1110-1000-300-3705-0000	76.08 N
005101	US BANK- CAL CARD	04/23/2018	00000000	95-0821-0-4300-0000-0000-000-0000-0000	600.60 N
005101	US BANK- CAL CARD	05/03/2018	00000000	01-7338-0-5800-1110-3110-300-3000-0000	62.50 N
005101	US BANK- CAL CARD	04/26/2018	00000000	01-0000-0-4300-1110-1000-300-3850-0000	84.12 N
TOTAL REFERENCE AMOUNT					4,892.42 *
TOTAL RC VENDOR AMOUNT					4,892.42 *

TOTAL BATCH PAYMENT 0.00 ***

TOTAL ACCOUNTS PAYABLE 0.00 ****

BATCH 41 - MAY, 2018

US BANK CALCARD VISA

Rebecca Changus					
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	GRANZELLA'S INN	WILLIAMS, CA	\$409.95	01	WASC COMMITTEE ACCOMMODATIONS
4/26/2018	UCA CAMPS & COMPETITIONS	MEMPHIS, TN	\$2,200.00	01	EVENT REGISTRATION
4/27/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$305.40	01	SUPPLIES
4/27/2018	SQ *SUPREME ATHLETICS	YUBA CITY, CA	\$600.60	01	BASEBALL JERSEYS
4/27/2018	ACT PROGRAMS	800-498-6065, IA	\$62.50	01	STUDENT TESTING FEES
4/28/2018	QUILL CORPORATION	800-982-3400, SC	\$62.68	01	SUPPLIES
4/28/2018	QUILL CORPORATION	800-982-3400, SC	\$21.44	01	SUPPLIES
		Subtotal:	\$4,892.42		
		BATCH 41 VISA TOTAL:	\$4,892.42		

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED MAY 18, 2018 - BATCH 42

PV/RC #	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
1428	ALVES, MALLORY	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
1429	BAILEY, CHRISTINA	\$111.73	1	BPS	REIMB CLASSROOM SUPPLIES
1430	BAILEY, TIFFANY	\$97.26	1	BPS	REIMB CLASSROOM SUPPLIES
1431	BARBEE, JENNIFER	\$114.32	1	BPS	REIMB CLASSROOM SUPPLIES
1432	BILADEAU, TERRY	\$15.03	1	MOT	REIMB FUEL
1434-1437	CLIMATE CONTROL	\$2,940.00	1	MOT	AC REPAIRS
1433	COLLIGAN, MARY	\$878.00	1	CHS	REIMB MUSIC AWARDS
77	COLUSA USD EMERGENCY FUND	\$405.01	01/95	ALL	REIMB FUND FOR MISC EXPENSES
1427	COLUSA USD GENERAL FUND	\$213.65	1	ALL	REIMB FUND FOR VARIOUS TRANSPORTATION CHARGES
1438-1459, 1509-1510	CRYSTAL CREAMERY	\$4,072.93	13	CAFE	FOOD SERVICES SUPPLIES
1463-1462	FRANZ FAMILY BAKERIES	\$640.70	13	CAFE	FOOD SERVICES SUPPLIES
1466	FREDICKSON, CATHERINE	\$99.06	1	BPS	REIMB CLASSROOM SUPPLIES
1467-1477	GENERAL PRODUCE	\$2,976.10	13	CAFE	FOOD SERVICES SUPPLIES
1478	GRIFF'S FEED & 'SEED	\$21.44	1/95	MOT	MAINTENANCE SUPPLIES
1479	HAMILTON, HEATHER	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
1480	HARDWICK, JENNIFER	\$187.43	1	BPS	REIMB CLASSROOM SUPPLIES
1481	HARMON, SHERAYA	\$128.39	1	BPS	REIMB CLASSROOM SUPPLIES
1482	HAUGH, TRISH	\$94.29	1	BPS	REIMB CLASSROOM SUPPLIES
1483	HICKS, ROSEMARY	\$29.98	1	DO	REIMB MILEAGE FOR WORKSHOP
1484	HUFF, SANDY	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
1485	IMHOFF, JIM	\$221.72	1	BPS	REIMB CLASSROOM SUPPLIES
14186	JARRETT, DEANNA	\$95.25	1	BPS	REIMB CLASSROOM SUPPLIES
1487	JEFF SAVAGE PLUMBING	\$145.00	1	MOT	MAINTENANCE SUPPLIES
1488	MARTINEZ, ASHLEY	\$97.52	1	BPS	REIMB CLASSROOM SUPPLIES
1489	MJB WELDING	\$47.50	1	CHS	AG SHOP SUPPLIES
1490	NAIL, MITCHELL	\$121.10	1	CHS	REIMB ESA TRAVEL EXPENSES
1491	OLSON, KIMBERLY	\$53.82	1	CHS	REIMB ESA EXPENSES
1492-1496	RECOLOGY	\$2,945.55	1	MOT	APRIL GARBAGE BILLING
1497	RIVERSIDE LANES	\$195.50	1	BPS	1ST GRADE FIELD TRIP
1492	ROCCOS BAR & GRILL	\$759.33	1	CHS	EVERY 15 MINUTES LUNCH
1499	ROGERS, RON	\$76.00	1	MOT	REIMB DMV FEE
1504	SLOCUM, MELISSA	\$553.72	1	EMS	REIMB SUPPLIES PURCHASED
1500-1503	SORENSEN PEST CONTROL	\$220.00	1	MOT	APRIL PEST CONTROL
1505	TOTAL SCHOOL SOLUTIONS	\$1,150.00	1	DO	BUDGET WORKSHOP
1506	TRIPP, THOMAS	\$60.00	1	EMS	SOCCER REFEREE
1507	TURGIEVA, ALDA	\$742.12	1	CHS	MUSIC ACCOMPANIMENT
78-85	USBANK CAL-CARD	\$11,627.87	1/13/95	ALL	SEE ATTACHED
1508	VARGAS, SOCORRO	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
TOTAL ALL FUNDS		\$32,537.32			BATCH 42

US BANK CALCARD VISA				
Jeremy Miller				
4/24/2018	AMAZON.COM	\$488.16	01	SUPPLIES
4/25/2018	TECHDOCENT	\$433.13	01	SUPPLIES
4/30/2018	CDW-G	\$40.76	01	SUPPLIES
4/27/2018	CDW-G	\$322.08	01	SUPPLIES
5/9/2018	REPLACEMENT LAPTOPKEYS.COM	\$8.94	01	SUPPLIES
4/30/2018	AMAZON.COM	\$24.50	01	SUPPLIES
4/30/2018	AMAZON.COM	\$128.40	01	SUPPLIES
5/2/2018	UPS SHIPPING	\$16.66	01	SUPPLIES
5/2/2018	UPS SHIPPING	\$16.66	01	SUPPLIES
		\$1,479.29		
Jesse Rodriguez				
4/30/2018	DONUT WHEEL	\$4.35	01	SUPPLIES
		\$4.35		
Jody Johnston				
4/20/2018	AMAZON.COM	\$110.58	01	SUPPLIES
4/20/2018	POSITIVE PROMOTIONS	\$347.25	01	SUPPLIES
4/29/2018	COSTCO	\$321.46	01	SUPPLIES
3/22/2018	JOSTENS	\$688.82	01	SUPPLIES
		\$1,468.11		
Nick Schantz				
5/3/2018	DAVIES CHEVRON	\$88.00	01	FUEL
4/26/2018	LOWE'S	\$312.53	01	SUPPLIES
04/25/2018	THE HOME DEPOT	\$306.21	01	SUPPLIES
		\$706.74		
Leasa Hill				
4/25/2018	SMART FOODS	\$804.83	13	SUPPLIES
		\$804.83		
Terry Biladeau				
4/25/2018	CALINC TRAINING LLC	\$200.00	01	WORKSHOP
5/2/2018	HAMPTON INN & SUITES	\$121.12	01	HOTEL
		\$321.12		

Rebecca Changus				
4/24/2018	ALL METALS SUPPLY	\$1,863.63	01	SUPPLIES
4/24/2018	ALL METALS SUPPLY	\$1,765.64	01	SUPPLIES
4/26/2018	FBLA	\$362.65	95	SUPPLIES
5/3/2018	BULBTOWN	\$28.73	95	SUPPLIES
5/2/2018	ELLSWORTH PUBLISHING	\$610.20	01	SUPPLIES
05/01/2018	AMAZON.COM	\$46.56	01	SUPPLIES
5/1/2018	AMAZON.COM	\$36.32	01	SUPPLIES
4/20/2018	AC SUPPLY	\$120.58	01	SUPPLIES
4/26/2018	THE HOME DEPOT	\$61.78	01	SUPPLIES
		\$4,896.09		
Ron Rogers				
		\$0.00		
Rosemary Hicks				
4/25/2018	SWEET BEANS BAKERY	\$43.28	01	FOOD
4/25/2018	DOLLAR GENERAL STORE	\$6.64	01	SUPPLIES
4/26/2018	BISHOPS PUMPKIN FARM	\$1,312.50	01	FIELD TRIP
4/30/2018	SAM'S CLUB	\$176.14	01	FOOD
4/30/2018	SAM'S CLUB	\$88.40	01	FOOD
5/1/2018	COLUSA POST OFFICE	\$5.36	01	POSTAGE
5/1/2018	SAV MOR FOODS	\$57.31	01	FOOD
5/3/2018	SAV MOR FOODS	\$20.71	01	FOOD
4/30/2018	DONUT WHEEL	\$237.00	01	FOOD
		\$1,947.34		
Zeba Hone				
		\$0.00		
		\$11,627.87		

Batch status: A All

From batch: 0000

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

012 COLUSA UNIFIED SCHOOL DISTRICT J69663
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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				

005955/00	ALVES, MALLORY							
PV-001428	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000 NN		100.00		
TOTAL PAYMENT AMOUNT						100.00 *		100.00
005538/00	BAILEY, CHRISTINA							
PV-001429	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000 NN		100.00		
PV-001429	05/12/2018	REIMB SUPPLIES		01-0000-0-4300-1110-1000-100-1064-0000 NN		11.73		
TOTAL PAYMENT AMOUNT						111.73 *		111.73
004665/00	BAILEY, TIFFANY							
PV-001430	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000 NN		97.26		
TOTAL PAYMENT AMOUNT						97.26 *		97.26
005778/00	BARBEE, JENNIFER							
PV-001431	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000 NN		100.00		
PV-001431	05/12/2018	REIMB SUPPLIES		01-0000-0-4300-1110-1000-100-1052-0000 NN		14.32		
TOTAL PAYMENT AMOUNT						114.32 *		114.32
005899/00	BILADEAU, TERRY							
PV-001432	05/12/2018	REIMB FUEL		01-0723-0-4300-0000-3600-000-6500-0000 NN		15.03		
TOTAL PAYMENT AMOUNT						15.03 *		15.03
004835/00	CLIMATE CONTROL INC		200216468					
PV-001434	05/12/2018	INV 27790		01-0000-0-4300-0000-8100-000-6500-0000 NN		1,050.00		
PV-001435	05/12/2018	INV 27789		01-0000-0-4300-0000-8100-000-6500-0000 NN		925.00		
PV-001436	05/12/2018	INV 27806		01-0000-0-4300-0000-8100-000-6500-0000 NN		115.00		
PV-001437	05/12/2018	INV 27791		01-0000-0-4300-0000-8100-000-6500-0000 NN		850.00		
TOTAL PAYMENT AMOUNT						2,940.00 *		2,940.00
006040/00	COLLIGAN, MARY							
PV-001433	05/12/2018	REIMB FOM SUPPLIES		01-0001-0-4300-1110-1000-300-3669-0000 NN		878.00		
TOTAL PAYMENT AMOUNT						878.00 *		878.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS	Liq Amt	Net Amount
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000188/00	COLUSA USD - EMERGENCY FUND				
RC-000077	05/12/2018	REIMB MISC	01-0001-0-4300-1110-1000-100-1003-0000	N	300.00
RC-000077	05/12/2018	REIMB MISC	01-0001-0-4300-1110-1000-100-1003-0000	N	16.96
RC-000077	05/12/2018	REIMB MISC	95-0849-0-4300-0000-0000-000-0000-0000	N	29.35
RC-000077	05/12/2018	REIMB MISC	95-0849-0-4300-0000-0000-000-0000-0000	N	29.35
RC-000077	05/12/2018	REIMB MISC	95-0849-0-4300-0000-0000-000-0000-0000	N	29.35
TOTAL PAYMENT AMOUNT			405.01 *		405.01
<hr/>					
003510/00	COLUSA USD -GENERAL FUND				
PV-001427	05/10/2018	REIMB FOR MILEAGE	01-9099-0-4300-1110-4000-000-7282-0000	NN	32.70
PV-001427	05/10/2018	REIMB FOR MILEAGE	01-9099-0-4300-1110-4000-000-7261-0000	NN	98.10
PV-001427	05/10/2018	REIMB FOR MILEAGE	01-9099-0-4300-1110-4000-000-7240-0000	NN	82.85
TOTAL PAYMENT AMOUNT			213.65 *		213.65
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005750/00	CRYSTAL CREAMERY				
PV-001438	03/26/2018	INV 16528305	13-5310-0-4700-0000-3700-000-0000-0000	NN	117.90
PV-001439	04/09/2018	INV 16560199	13-5310-0-4700-0000-3700-000-0000-0000	NN	119.31
PV-001440	04/12/2018	INV 16571544	13-5310-0-4700-0000-3700-000-0000-0000	NN	119.31
PV-001441	04/16/2018	INV 16577958	13-5310-0-4700-0000-3700-000-0000-0000	NN	119.31
PV-001442	04/23/2018	INV 16596137	13-5310-0-4700-0000-3700-000-0000-0000	NN	119.31
PV-001443	04/26/2018	INV 16608138	13-5310-0-4700-0000-3700-000-0000-0000	NN	59.66
PV-001444	03/26/2018	INV 16528301	13-5310-0-4700-0000-3700-000-0000-0000	NN	237.12
PV-001445	03/28/2018	INV 16536619	13-5310-0-4700-0000-3700-000-0000-0000	NN	19.98
PV-001446	03/29/2018	INV 16536768	13-5310-0-4700-0000-3700-000-0000-0000	NN	157.86
PV-001447	04/06/2018	INV 16554392	13-5310-0-4700-0000-3700-000-0000-0000	NN	259.88
PV-001448	04/12/2018	INV 16571547	13-5310-0-4700-0000-3700-000-0000-0000	NN	219.56
PV-001449	04/16/2018	inv 16577974	13-5310-0-4700-0000-3700-000-0000-0000	NN	239.72
PV-001450	04/19/2018	INV 16588945	13-5310-0-4700-0000-3700-000-0000-0000	NN	120.41
PV-001451	04/26/2018	INV 16608140	13-5310-0-4700-0000-3700-000-0000-0000	NN	239.17
PV-001452	04/23/2018	INV 16596140	13-5310-0-4700-0000-3700-000-0000-0000	NN	200.50
PV-001453	03/15/2018	INV 16504743	13-5310-0-4700-0000-3700-000-0000-0000	NN	174.82
PV-001454	03/26/2018	INV 16528302	13-5310-0-4700-0000-3700-000-0000-0000	NN	198.48
PV-001455	03/29/2018	INV 16536771	13-5310-0-4700-0000-3700-000-0000-0000	NN	99.24
PV-001456	04/06/2018	INV 16554382	13-5310-0-4700-0000-3700-000-0000-0000	NN	246.43
PV-001457	04/12/2018	INV 16571550	13-5310-0-4700-0000-3700-000-0000-0000	NN	220.11
PV-001458	04/16/2018	INV 16577994	13-5310-0-4700-0000-3700-000-0000-0000	NN	244.38
PV-001459	04/19/2018	INV 16588943	13-5310-0-4700-0000-3700-000-0000-0000	NN	180.34
PV-001509	05/12/2018	INV 16608141	13-5310-0-4700-0000-3700-000-0000-0000	NN	199.95
PV-001510	05/12/2018	INV 16596143	13-5310-0-4700-0000-3700-000-0000-0000	NN	160.18
TOTAL PAYMENT AMOUNT			4,072.93 *		4,072.93

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ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE T9MPS		
005805/00	HARDWICK, JENNIFER							
PV-001480	05/12/2018	REIMB SUPPLIES		01-0000-0-4300-1110-1000-100-1076-0000	NN		87.82	
PV-001480	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		99.61	
		TOTAL PAYMENT AMOUNT			187.43 *		187.43	
005880/00	HARMON, SHERAYA							
PV-001481	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		100.00	
PV-001481	05/12/2018	REIMB SUPPLIES		01-0000-0-4300-1110-1000-100-1071-0000	NN		28.39	
		TOTAL PAYMENT AMOUNT			128.39 *		128.39	
000933/00	HAUGH, TRISHA							
PV-001482	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		94.29	
		TOTAL PAYMENT AMOUNT			94.29 *		94.29	
000808/00	HICKS, ROSEMARY							
PV-001483	05/12/2018	REIMB MILEAGE		01-0000-0-4300-0000-7200-000-0000-0000	NN		29.98	
		TOTAL PAYMENT AMOUNT			29.98 *		29.98	
000650/00	HUFF, SANDY							
PV-001484	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		100.00	
		TOTAL PAYMENT AMOUNT			100.00 *		100.00	
000354/00	IMHOFF, JIM							
PV-001485	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		99.96	
PV-001485	05/12/2018	REIMB SUPPLIES		01-0000-0-4300-1110-1000-100-1030-0000	NN		121.76	
		TOTAL PAYMENT AMOUNT			221.72 *		221.72	
000227/00	JARRETT, DEANNA							
PV-001486	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		95.25	
		TOTAL PAYMENT AMOUNT			95.25 *		95.25	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				
005512/00	JEFF SAVAGE PLUMBING		270221936					
PV-001487	05/12/2018	INV 12959		01-0000-0-4300-0000-8100-000-6500-0000 NY			145.00	
				TOTAL PAYMENT AMOUNT	145.00 *		145.00	
005737/00	MARTINEZ, ASHLEY							
PV-001488	05/12/2018	REIMB SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000 NN			97.52	
				TOTAL PAYMENT AMOUNT	97.52 *		97.52	
001867/00	MJB WELDING SUPPLY INC.		942481178					
PV-001489	04/30/2018	INV 01203321		01-7010-0-4300-3800-1000-300-3530-0000 NN			47.50	
				TOTAL PAYMENT AMOUNT	47.50 *		47.50	
005741/00	NAIL, MITCHELL							
PV-001490	05/12/2018	REIMB SUPPLIES		01-7220-0-4300-1110-1000-300-3026-0000 NN			121.10	
				TOTAL PAYMENT AMOUNT	121.10 *		121.10	
003950/00	OLSON, KIMBERLY							
PV-001491	05/12/2018	REIMB SUPPLIES		01-7220-0-4300-1110-1000-300-3026-0000 NN			53.82	
				TOTAL PAYMENT AMOUNT	53.82 *		53.82	
005558/00	RECOLOGY BUTTE COLUSA COUNTIES		942243762					
PV-001492	05/11/2018	INV 34542662		01-0000-0-5500-0000-8100-000-0000-0000 NN			155.20	
PV-001493	05/12/2018	INV 34542670		01-0000-0-5500-0000-8100-000-0000-0000 NN			635.04	
PV-001494	05/12/2018	INV 34542019		01-0000-0-5500-0000-8100-000-0000-0000 NN			635.04	
PV-001495	05/12/2018	INV 34541938		01-0000-0-5500-0000-8100-000-0000-0000 NN			1,497.54	
PV-001496	05/12/2018	INV 34559047		01-0000-0-5500-0000-8100-000-0000-0000 NN			22.73	
				TOTAL PAYMENT AMOUNT	2,945.55 *		2,945.55	
005968/00	RIVERSIDE LANES							
PV-001497	05/09/2018	INV 1020		01-0000-0-4300-1110-1000-100-1100-0000 NN			195.50	
				TOTAL PAYMENT AMOUNT	195.50 *		195.50	

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				
005717/00	ROCCO'S BAR & GRILL		455474802					
	PV-001498	04/08/2018 EVERY 15 MIN		01-7338-0-5800-1110-3110-300-3000-0000 NY			759.33	
			TOTAL PAYMENT AMOUNT		759.33 *		759.33	
006085/00	ROGERS, RON							
	PV-001499	05/12/2018 REIMB DMV FEE		01-0723-0-4300-0000-3600-000-6500-0000 NN			76.00	
			TOTAL PAYMENT AMOUNT		76.00 *		76.00	
005105/00	SLOCUM, MELISSA							
	PV-001504	05/12/2018 REIMB SUPPLIES		01-0000-0-4300-1110-1000-200-2048-0000 NN			20.14	
	PV-001504	05/12/2018 REIMB SUPPLIES		01-0001-0-4300-1110-1000-200-2003-0000 NN			533.58	
			TOTAL PAYMENT AMOUNT		553.72 *		553.72	
000427/00	SORENSEN PEST CONTROL INC.		680381644					
	PV-001500	04/11/2018 INV 1043482		01-0000-0-5800-0000-8100-000-6510-0000 NN			25.00	
	PV-001501	04/12/2018 INV 1043514		01-0000-0-5800-0000-8100-000-6510-0000 NN			60.00	
	PV-001502	04/24/2018 INV 1043639		01-0000-0-5800-0000-8100-000-6510-0000 NN			60.00	
	PV-001503	04/13/2018 INV 1044131		01-0000-0-5800-0000-8100-000-6510-0000 NN			75.00	
			TOTAL PAYMENT AMOUNT		220.00 *		220.00	
006169/00	TOTAL SCHOOL SOLUTIONS							
	PV-001505	05/12/2018 WKSHOP REGISTRATION		01-0000-0-2260-0000-7200-000-0000-0000 NN			1,150.00	
			TOTAL PAYMENT AMOUNT		1,150.00 *		1,150.00	
004308/00	TRIPP, TOM		552842423					
	PV-001506	05/12/2018 SOCCER		01-9099-0-4300-1110-4000-000-7341-0000 NY			60.00	
			TOTAL PAYMENT AMOUNT		60.00 *		60.00	
006074/00	TURGIEVA, ALDA		007080064					
	PV-001507	05/09/2018 MUSIC EXP		01-0001-0-4300-1110-1000-300-3669-0000 NY			742.12	
			TOTAL PAYMENT AMOUNT		742.12 *		742.12	

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num							
Req Reference	Date	Description		FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS						Liq Amt	Net Amount	
005101/00	US BANK-	CAL CARD	411558798										
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							488.16	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							433.13	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							40.76	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							322.08	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							8.94	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							0.43	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-9519-0000-7700-000-6000-0000	N							-0.43	
RC-000078	05/12/2018	VISA-J MILLER		01-9099-0-4300-1110-4000-000-7261-0000	N							24.50	
RC-000078	05/12/2018	VISA-J MILLER		01-9099-0-4300-1110-4000-000-7261-0000	N							1.78	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-9519-0000-0000-000-0000-0000	N							-1.78	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-1110-1000-200-2042-0000	N							128.40	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							16.66	
RC-000078	05/12/2018	VISA-J MILLER		01-0000-0-4300-0000-7700-000-6000-0000	N							16.66	
RC-000079	05/12/2018	VISA- J RODRIGUEZ		01-0000-0-4300-1110-1000-100-1030-0000	N							4.35	
RC-000080	05/12/2018	VISA-N SCHANTZ		01-0723-0-4300-0000-3600-000-6500-0000	N							88.00	
RC-000080	05/12/2018	VISA-N SCHANTZ		01-0000-0-4300-0000-8100-000-6500-0000	N							312.53	
RC-000080	05/12/2018	VISA-N SCHANTZ		01-0000-0-4300-0000-7700-000-6000-0000	N							306.21	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2020-0000	N							34.72	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2021-0000	N							75.86	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2030-0000	N							347.25	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2030-0000	N							23.13	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-9519-1110-1000-200-2030-0000	N							-23.13	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2030-0000	N							321.46	
RC-000081	05/12/2018	VISA- J JOHNSTON		01-0000-0-4300-1110-1000-200-2030-0000	N							688.82	
RC-000082	05/12/2018	VISA- L HILL		13-5310-0-4700-0000-3700-000-0000-0000	N							667.76	
RC-000082	05/12/2018	VISA- L HILL		13-5310-0-8639-0000-0000-000-0000-0000	N							137.07	
RC-000083	05/12/2018	VISA- T BILADEAU		01-0000-0-2260-0000-7200-000-0000-0000	N							200.00	
RC-000083	05/12/2018	VISA- T BILADEAU		01-0000-0-5200-0000-7200-000-0000-0000	N							121.12	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-4300-3800-1000-300-3534-0000	N							1,863.63	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-4300-3800-1000-300-3534-0000	N							1,765.64	
RC-000084	05/12/2018	VISA- R CHANGUS		95-0865-0-4300-0000-0000-000-0000-0000	N							362.65	
RC-000084	05/12/2018	VISA- R CHANGUS		95-0865-0-4300-0000-0000-000-0000-0000	N							23.90	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-9519-0000-0000-000-0000-0000	N							-23.90	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-4300-1110-1000-300-3685-0000	N							28.73	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-4300-1110-1000-300-3685-0000	N							1.65	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-9519-0000-0000-000-0000-0000	N							-1.65	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-4300-1110-1000-300-3620-0000	N							610.20	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-4300-1110-1000-300-3620-0000	N							44.24	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-9519-0000-0000-000-0000-0000	N							-44.24	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-4300-7110-1000-300-3611-0000	N							46.56	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-4300-7110-1000-300-3611-0000	N							3.38	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-9519-7110-1000-300-3611-0000	N							-3.38	
RC-000084	05/12/2018	VISA- R CHANGUS		01-9011-0-4300-7110-1000-300-3611-0000	N							36.32	
RC-000084	05/12/2018	VISA- R CHANGUS		01-0000-0-4300-1110-1000-300-3685-0000	N							120.58	
RC-000084	05/12/2018	VISA- R CHANGUS		95-0865-0-4300-0000-0000-000-0000-0000	N							8.74	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Number of checks to be printed: 38, not counting voids due to stub overflows.

012 COLUSA UNIFIED SCHOOL DISTRICT
CUSD AP Batch 42

REVOLVING CASH PRELIST
BATCH: 0042 MAY 18, 2018

J69663 APY520 L.00.00 05/14/18 PAGE 1
<< Open >>

Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000077	COLUSA USD - EMERGENCY FUND		000188	00 05/12/2018	REIMB MISC

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ	GOAL	FUNC	SCH	BDRS	TYPE	Amount
000188	COLUSA USD - EMERGENCY FUND	05/12/2018	00005662	01-0001-0-4300-1110-1000-100-1003-0000							300.00 N
000188	COLUSA USD - EMERGENCY FUND	05/12/2018	00005663	01-0001-0-4300-1110-1000-100-1003-0000							16.96 N
000188	COLUSA USD - EMERGENCY FUND	05/12/2018	00005664	95-0849-0-4300-0000-0000-000-0000-0000							29.35 N
000188	COLUSA USD - EMERGENCY FUND	05/12/2018	00005665	95-0849-0-4300-0000-0000-000-0000-0000							29.35 N
000188	COLUSA USD - EMERGENCY FUND	05/12/2018	00005666	95-0849-0-4300-0000-0000-000-0000-0000							29.35 N
TOTAL REFERENCE AMOUNT											405.01 *
TOTAL RC VENDOR AMOUNT											405.01 *

Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000078	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA-J MILLER

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		488.16 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		433.13 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		40.76 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		322.08 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		8.94 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		0.43 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-9519-0000-7700-000-6000-0000		0.43- N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9099-0-4300-1110-4000-000-7261-0000		24.50 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9099-0-4300-1110-4000-000-7261-0000		1.78 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-9519-0000-0000-000-0000-0000		1.78- N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2042-0000		128.40 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		16.66 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		16.66 N
TOTAL REFERENCE AMOUNT						1,479.29 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000079	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA- J RODRIGUE	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000		4.35 N
TOTAL REFERENCE AMOUNT						4.35 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000080	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA-N SCHANTZ	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0723-0-4300-0000-3600-000-6500-0000		88.00 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-8100-000-6500-0000		312.53 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-0000-7700-000-6000-0000		306.21 N
TOTAL REFERENCE AMOUNT						706.74 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000081	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA- J JOHNSTON	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2020-0000		34.72 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2021-0000		75.86 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000		347.25 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000		23.13 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-9519-1110-1000-200-2030-0000		23.13- N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000		321.46 N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-200-2030-0000		688.82 N
TOTAL REFERENCE AMOUNT						1,468.11 *

Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description		
000082	US BANK- CAL CARD	411558798	005101	00	05/12/2018	VISA- L HILL	

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount	
005101	US BANK- CAL CARD	05/12/2018	00000000	13-5310-0	4700-0000-3700-000-0000-0000	667.76	N
005101	US BANK- CAL CARD	05/12/2018	00000000	13-5310-0	8639-0000-0000-000-0000-0000	137.07	N
TOTAL REFERENCE AMOUNT						804.83	*

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	2260-0000-7200-000-0000-0000	200.00	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	5200-0000-7200-000-0000-0000	121.12	N
TOTAL REFERENCE AMOUNT						321.12	*

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	4300-3800-1000-300-3534-0000	1,863.63	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	4300-3800-1000-300-3534-0000	1,765.64	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0865-0	4300-0000-0000-000-0000-0000	362.65	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0865-0	4300-0000-0000-000-0000-0000	23.90	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	9519-0000-0000-000-0000-0000	23.90	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3685-0000	28.73	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3685-0000	1.65	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	9519-0000-0000-000-0000-0000	1.65	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3620-0000	610.20	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3620-0000	44.24	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	9519-0000-0000-000-0000-0000	44.24	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	4300-7110-1000-300-3611-0000	46.56	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	4300-7110-1000-300-3611-0000	3.38	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	9519-7110-1000-300-3611-0000	3.38	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-9011-0	4300-7110-1000-300-3611-0000	36.32	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3685-0000	120.58	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0865-0	4300-0000-0000-000-0000-0000	8.74	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	9519-0000-0000-000-0000-0000	8.74	N
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0	4300-1110-1000-300-3002-0000	61.78	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0800-0	4300-0000-0000-000-0000-0000	11.16	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0800-0	9519-0000-0000-000-0000-0000	11.16	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0801-0	4300-0000-0000-000-0000-0000	1.69	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0801-0	9519-0000-0000-000-0000-0000	1.69	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0834-0	4300-0000-0000-000-0000-0000	191.32	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0834-0	9519-0000-0000-000-0000-0000	191.32	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0827-0	4300-0000-0000-000-0000-0000	7.98	N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0827-0	9519-0000-0000-000-0000-0000	7.98	N

012 COLUSA UNIFIED SCHOOL DISTRICT
 CUSD AP Batch 42
 000084 (CONTINUED)

REVOLVING CASH PRELIST
 BATCH: 0042 MAY 18, 2018

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Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description
000084	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA- R CHANGUS

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0890-0-4300-0000-0000-000-0000-0000		8.27 N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0890-0-9519-0000-0000-000-0000-0000		8.27- N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0885-0-4300-0000-0000-000-0000-0000		1.55 N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0885-0-9519-0000-0000-000-0000-0000		1.55- N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0985-0-4300-0000-0000-000-0000-0000		3.27 N
005101	US BANK- CAL CARD	05/12/2018	00000000	95-0985-0-9519-0000-0000-000-0000-0000		3.27- N
TOTAL REFERENCE AMOUNT						4,896.09 *

Ve No	Vendor Name	Date	Check No	FD RESC Y	OBJ GOAL FUNC SCH BDRS TYPE	Amount
Ref no	Remit name	Tax ID No	Vendor	Inv Date	Inv Description	
000085	US BANK- CAL CARD	411558798	005101	00 05/12/2018	VISA- R HICKS	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	43.28 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	6.64 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0001-0-4300-1110-1000-100-1201-0000	1,312.50 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	237.00 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	176.14 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0001-0-4300-1110-1000-100-1003-0000	88.40 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	5.36 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	57.31 N	
005101	US BANK- CAL CARD	05/12/2018	00000000	01-0000-0-4300-1110-1000-100-1030-0000	20.71 N	
TOTAL REFERENCE AMOUNT						1,947.34 *
TOTAL RC VENDOR AMOUNT						11,627.87 *

TOTAL BATCH PAYMENT 0.00 ***

TOTAL ACCOUNTS PAYABLE 0.00 ****

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED MAY 25, 2018 - BATCH 43

PV/RC #	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
1511-1516	ADVANCED DOCUMENT	\$1,598.07	1	ALL	COPIER LEASE
1517	ALANIZ, JENNIFER	\$84.65	1	EMS	REIMB CLASSROOM SUPPLIES
1518	ARMSTRONG TRUCK CENTER	\$10,970.34	1	MOT	2000 FORD TRUCK
1519	BADALUCO, VERNON	\$30.85	95	CHS	REIMB CLASSROOM SUPPLIES
1520	BENNING, KAREN	\$117.75	1	BPS	REIMB CLASSROOM SUPPLIES
1521	BILADEAU, TERRY	\$202.81	1	MOT	REIMB TRAVEL/CONFERENCE EXPENSE
1522	BOEGER, JILL	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
1523	CA DEPT OF JUSTICE	\$271.00	1	DO	FINGERPRINT PROCESSING
1526-1529	CLIMATE CONTROL	\$2,698.30	1	MOT	MAINTENANCE
1534-1535	COKER PRECISION GRAPHICS	\$199.49	95	CHS	SOFTBALL & BASEBALL SUPPLIES
1533	COLUSA CASINO RESORT	\$2,043.60	1	CHS	FOOD-EVERY 15 MINUTES
1530-1531	COLUSA COUNTY FARM SUPPLY	\$943.52	1	MOT/CHS	SUPPLIES
1532	COLUSA DAIRY	\$392.46	1	BPS	FOOD
86	COLUSA USD EMERGENCY FUND	\$4,600.61	1	ALL	REIMB FUND FOR MISC EXPENSES
1524-1525	COLUSA USD GENERAL FUND	\$3,934.77	1/95	ALL	REIMB FUND FOR VARIOUS TRANSPORTATION CHARGES
1536	FORCE 4 DIGITAL	\$3,200.00	1	CHS	EVERY 15 MINUTES VIDEO
1537	FRANZ FAMILY BAKERIES	\$655.14	13	ALL	FOOD SERVICE SUPPLIES
1538-1539	GOVERNMENT FINANCIAL STRATEGIES	\$8,695.42	1	DO	CONSULTING FEE
1540	HERFF JONES	\$82.31	1	CHS	GRADUATION SUPPLIES
1541	HILLYARD	\$3,318.68	1	MOT	MAINTENANCE SUPPLIES
1543	JOHN LAMBIRTH TRUCKING	\$1,299.00	1	MOT	BALL FIELD MIX
1542	JOHNSON PRINTING & DESIGN	\$231.66	1	CHS	EVERY 15 MINUTES-PROGRAM
1544	LAUX, SHANNON	\$210.41	1	DO	REIMB OFFICE SUPPLIES/MILEAGE
1545	LAY, JENNIFER	\$147.26	1	BPS	REIMB CLASSROOM SUPPLIES
1546	LEMENAGER, ERIKA	\$979.24	1	EMS	REIMB TRAVEL/CONFERENCE EXPENSE
1547-1553	MERIDIAN DIESEL	\$1,080.63	1	MOT	TRANSPORTATION EXPENSES
1566	MESSICK ACE HARDWARE	\$2,013.97	1	ALL	MAINTENANCE SUPPLIES
1555	MJB WELDING SUPPLY	\$213.87	1	CHS	CLASSROOM SUPPLIES
1554	MYERS, JAMIE	\$81.83	1	BPS	REIMB CLASSROOM SUPPLIES
1556	MYSTERY SCIENCE	\$499.00	1	EMS	MEMBERSHIP SUBSCRIPTION
1557	NORTH WOODWINDS	\$206.02	1	EMS	REPAIR EQUIPMENT
1558	PLATT	\$26.45	1	MOT	MAINTENANCE SUPPLIES
1559-1565	QUILL	\$1,021.23	1	BPS	CLASSROOM SUPPLIES
1568	REECE, BARBARA	\$22.56	1	EMS	REIMB PETTY CASH
1559	RICHARDS, CRAIG	\$29.99	1	EMS	REIMB CLASSROOM SUPPLIES
1567	RISO OF SACRAMENTO	\$512.00	1	BPS	OFFICE EQUIPMENT LEASE
1570	RIVERSIDE LANES	\$157.00	1	BPS	1ST GRADE FIELD TRIP
1571	ROCCO'S BAR & GRILL	\$422.86	1	CHS	FFA BANQUET
1572	RODRIGUEZ, CRISTINA	\$100.00	1	BPS	REIMB CLASSROOM SUPPLIES
1573	SCOFIELD, SHANNON	\$22.30	95	CHS	REIMB CLASSROOM SUPPLIES
1574	SMITH, MELISSA	\$85.88	1	BPS	REIMB CLASSROOM SUPPLIES
1575	SPURR	\$3,609.52	1	DO	UTILITIES
1576	THOMAS, HEATHER	\$152.00	1	CHS	REIMB TRAVEL/CONFERENCE EXPENSE
1577	THREE B'S TOILET RENTAL	\$214.50	1	DO	RENTAL
	USBANK CAL-CARD	\$17,892.24	01/13	ALL	SEE ATTACHED
1578	VALLEY TRUCK & TRACTOR CO	\$287.54	1	MOT	MAINTENANCE SUPPLIES
1579	WALKER, ETHAN	\$29.99	1	EMS	REIMB CLASSROOM SUPPLIES
1580	YUBA SAFE & LOCK	\$112.55	1	MOT	MAINTENANCE REPAIR
	TOTAL ALL FUNDS	\$75,801.27			BATCH 43

BATCH 43 - MAY 25, 2018

US BANK CALCARD VISA

Dwayne Newman				
5/4/2018	DAVISON DRUG	\$2.07	01	USED ACCIDENTLY-REPAID
		\$2.07		
Jeremy Miller				
5/8/2018	CDW-G	\$600.51	01	COMPUTER SUPPLIES
		\$600.51		
Jesse Rodriguez				
5/4/2018	CDW-G	\$402.61	01	SMART BOARD
5/7/2018	CDW-G	\$11,495.37	01	SMART BOARD
5/8/2018	DONUT WHEEL	\$6.45	01	FOOD
5/9/2018	SAV MOR FOODS	\$13.18	01	FOOD
		\$11,917.61		
Jody Johnston				
5/8/2018	COSTCO	\$251.52	01	FOOD
5/10/2018	SCHOOL SPECIALTY MARKETPLACE	\$62.93	01	SUPPLIES
		\$314.45		
Leasa Hill				
5/11/2018	WAL-MART	\$56.22	13	FOOD SERVICE SUPPLIES
		\$56.22		
Maria Espindola				
4/27/2018	SAV MOR FOODS	\$12.95	13	BOTTLED WATER
		\$12.95		
Melissa Ericsson				
4/27/2018	CA DEPT OF TAX & FEE ADMINISTRATION	\$312.02	01	QUARTERLY SALES TAX
		\$312.02		
Nick Schantz				
Terry Biladeau				

		\$0.00		
Rebecca Changus				
5/3/2018	JW PEPPER	\$10.67	01	FOM SUPPLIES
5/4/2018	COLLEGE BOARD	\$60.00	01	SAT TEST-HUSKEY
5/7/2018	ALL METALS SUPPLY	\$748.04	1	SHOP CLASS SUPPLIES
5/7/2018	POLAR	\$1,523.81	1	PE SUPPLIES
5/9/2018	JW PEPPER	\$13.89	01	FOM SUPPLIES
05/09/2018	RIVERSIDE LANES	\$291.50	01	STAFF APPRECIATION
5/10/2018	QUILL	\$642.04	01	OFFICE SUPPLIES
5/11/2018	AMAZON.COM	\$717.51	01	SHOP CLASS SUPPLIES
		\$4,007.46		
Ron Rogers				
4/26/2018	SELOVERS PAINT & BODY	\$100.00	1	MOT TRUCK
		\$100.00		
Rosemary Hicks				
5/7/2018	HORNBLOWER	\$312.00	01	SAC RIVER CRUISE FIELD TRIP
		\$312.00		
Zeba Hone				
4/27/2108	STAPLES DIRECT	\$67.47	1	POSTER BOARDS
5/3/2018	USPS	\$8.28	1	POSTAGE
5/9/2018	ULINE	\$406.84	1	A FRAME SIGNS
5/10/2108	AMAZON.COM	(\$255.96)	1	AMAZON CREDIT
5/11/2018	SAV MORE FOODS	\$30.32	1	FOOD
		\$256.95		
		\$17,892.24		

Batch status: A All

From batch: 0000

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

012 COLUSA UNIFIED SCHOOL DISTRICT J70210
AP BATCH 43

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 MAY 18, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS		
004456/00	ADVANCED DOCUMENT CONCEPTS		941727222					
PV-001511	05/19/2018	CNIN694428		01-0000-0-5600-0000-7700-000-6000-0000	NN		48.82	
PV-001512	05/14/2018	CNIN694177		01-0000-0-5600-0000-7700-000-6000-0000	NN		68.26	
PV-001512	05/14/2018	CNIN694177		01-0000-0-5600-3300-1000-500-5027-0000	NN		46.64	
PV-001513	05/19/2018	CNIN694174		01-0000-0-5600-1110-1000-100-1027-0000	NN		360.14	
PV-001514	05/19/2018	CNIN694173		01-0000-0-5600-0000-7200-000-0000-0000	NN		26.64	
PV-001515	05/19/2018	CNIN694175		01-0000-0-5600-1110-1000-200-2027-0000	NN		482.43	
PV-001516	05/19/2018	CNIN694176		01-0000-0-5600-1110-1000-300-3027-0000	NN		565.14	
		TOTAL PAYMENT AMOUNT			1,598.07 *		1,598.07	
005113/00	ALANIZ, JENNIFER							
PV-001517	05/19/2018	REIMB FOR SUPPLIES		95-0950-0-4300-0000-0000-000-0000-0000	NN		84.65	
		TOTAL PAYMENT AMOUNT			84.65 *		84.65	
006170/00	Armstrong Truck Center							
PV-001518	05/19/2018	2000 FORD 13253		01-8100-0-6400-0000-8100-000-6500-0000	NN		10,970.34	
		TOTAL PAYMENT AMOUNT			10,970.34 *		10,970.34	
006027/00	BADALUCO, VERNON							
PV-001519	05/19/2018	REIMB FOR SUPPLIES		95-0800-0-4300-0000-0000-000-0000-0000	NN		30.85	
		TOTAL PAYMENT AMOUNT			30.85 *		30.85	
003923/00	BENNING, KAREN							
PV-001520	05/19/2018	REIMB FOR RECEIPTS		01-0000-0-4300-1110-1000-100-1077-0000	NN		17.75	
PV-001520	05/19/2018	REIMB FOR RECEIPTS		01-0001-0-4300-1110-1000-100-1003-0000	NN		100.00	
		TOTAL PAYMENT AMOUNT			117.75 *		117.75	
005899/00	BILADEAU, TERRY							
PV-001521	05/19/2018	REIMB FOR TRAVEL EXP		01-0000-0-5200-0000-7200-000-0000-0000	NN		202.81	
		TOTAL PAYMENT AMOUNT			202.81 *		202.81	

012 COLUSA UNIFIED SCHOOL DISTRICT J70210
AP BATCH 43

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 MAY 18, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE T9MPS		
002759/00	BOEGER, JILL							
	PV-001522	05/19/2018 REIMB FOR SUPPLIES		01-0001-0-4300-1110-1000-100-1003-0000	NN		100.00	
		TOTAL PAYMENT AMOUNT			100.00 *		100.00	
006114/00	BURG, NIKOLE							
	PV-001582	05/21/2018 REIMB FBLA CONF		01-0723-0-5200-0000-3600-000-6500-0000	NN		140.00	
		TOTAL PAYMENT AMOUNT			140.00 *		140.00	
000787/00	CA DEPT OF JUSTICE		946003786					
	PV-001523	05/19/2018 INV 299479		01-0000-0-4300-0000-8100-000-6500-0000	NN		271.00	
		TOTAL PAYMENT AMOUNT			271.00 *		271.00	
004835/00	CLIMATE CONTROL INC		200216468					
	PV-001526	05/19/2018 INV 27705		01-8100-0-4300-0000-8100-000-6500-0000	NN		346.50	
	PV-001527	05/19/2018 INV 277706		01-8100-0-4300-0000-8100-000-6500-0000	NN		494.00	
	PV-001528	05/19/2018 INV 27707		01-8100-0-4300-0000-8100-000-6500-0000	NN		1,743.80	
	PV-001529	05/19/2018 INV 27708		01-8100-0-4300-0000-8100-000-6500-0000	NN		114.00	
		TOTAL PAYMENT AMOUNT			2,698.30 *		2,698.30	
005711/00	COKER PRECISION GRAPHICS							
	PV-001534	05/19/2018 INV 1603		95-0821-0-4300-0000-0000-000-0000-0000	NN		120.12	
	PV-001535	05/19/2018 INV 1672		95-0832-0-4300-0000-0000-000-0000-0000	NN		79.37	
		TOTAL PAYMENT AMOUNT			199.49 *		199.49	
005595/00	COLUSA CASINO RESORT		942429432					
	PV-001533	05/19/2018 INV E02142		01-0000-0-4300-1110-1000-300-3002-0000	NY		2,043.60	
		TOTAL PAYMENT AMOUNT			2,043.60 *		2,043.60	
002212/00	COLUSA COUNTY FARM SUPPLY		237249173					
	PV-001530	05/19/2018 INV 1082028		01-8100-0-4300-0000-8100-000-6500-0000	NN		820.50	
	PV-001531	05/19/2018 INV 3148866		01-8100-0-4300-0000-8100-000-6500-0000	NN		123.02	
		TOTAL PAYMENT AMOUNT			943.52 *		943.52	

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000171/00 COLUSA DAIRY 680334085

000188/00 COLUSA USD - EMERGENCY FUND

003510/00 COLUSA USD -GENERAL FUND

005796/00 FORCE 4 DIGITAL 557980841

005930/00 FRANZ FAMILY BAKERIES

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012 COLUSA UNIFIED SCHOOL DISTRICT J70210
AP BATCH 43

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 MAY 18, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS		
005764/00	GOV. FINANCIAL STRATEGIES INC.		954193488					
PV-001538	05/19/2018	INV 1322813		01-0000-0-5800-0000-7200-000-0000-0000	NY		5,484.38	
PV-001539	05/19/2018	INV 1322861		01-0000-0-5800-0000-7200-000-0000-0000	NY		3,211.04	
		TOTAL PAYMENT AMOUNT		8,695.42	*		8,695.42	
005763/00	HERFF JONES							
PV-001540	05/19/2018	INV 909372		01-0000-0-4300-3300-1000-500-5030-0000	NN		82.31	
		TOTAL PAYMENT AMOUNT		82.31	*		82.31	
003582/00	HILLYARD		440522196					
PV-001541	05/19/2018	INV 602981955		01-0000-0-4300-0000-8100-000-6500-0000	NN		3,318.68	
		TOTAL PAYMENT AMOUNT		3,318.68	*		3,318.68	
006172/00	HOLMES INC		421748673					
PV-001583	05/21/2018	INV 4237		01-6387-0-6200-0000-8500-300-3000-0000	NY		25,000.00	
		TOTAL PAYMENT AMOUNT		25,000.00	*		25,000.00	
004742/00	JOHN LAMBIRTH TRUCKING INC		542143838					
PV-001543	05/19/2018	INV 27274		01-8100-0-4300-0000-8100-000-6500-0000	NN		1,299.00	
		TOTAL PAYMENT AMOUNT		1,299.00	*		1,299.00	
000363/00	JOHNSON PRINTING & DESIGN		680150799					
PV-001542	05/19/2018	INV 62505		01-0000-0-4300-1110-1000-300-3002-0000	NN		231.66	
		TOTAL PAYMENT AMOUNT		231.66	*		231.66	
003180/00	LAUX, SHANNON							
PV-001544	05/19/2018	REIMB MILEAGE/SUPPLIES		01-0000-0-5200-0000-7200-000-0000-0000	NN		167.59	
PV-001544	05/19/2018	REIMB MILEAGE/SUPPLIES		01-0000-0-4300-0000-7200-000-0000-0000	NN		42.82	
		TOTAL PAYMENT AMOUNT		210.41	*		210.41	

012 COLUSA UNIFIED SCHOOL DISTRICT J70210
AP BATCH 43

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 MAY 18, 2018

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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE T9MPS	Liq Amt Net Amount

003828/00	LAY, JENNIFER					
PV-001545	05/19/2018	RIEMB FOR RECEIPTS		01-0000-0-4300-1110-1000-100-1057-0000	NN	21.28
PV-001545	05/19/2018	RIEMB FOR RECEIPTS		01-0001-0-4300-1110-1000-100-1003-0000	NN	100.00
PV-001545	05/19/2018	RIEMB FOR RECEIPTS		01-0000-0-4300-1110-1000-100-1057-0000	NN	25.98
		TOTAL PAYMENT AMOUNT		147.26 *		147.26
005150/00	LEMENAGER, ERIKA					
PV-001546	05/19/2018	REIMB TRAVEL EXP		01-0100-0-1120-1110-1000-000-0006-0000	NN	979.24
		TOTAL PAYMENT AMOUNT		979.24 *		979.24
005716/00	MERIDIAN DIESEL	454037756				
PV-001547	05/19/2018	INV 4516		01-0723-0-5800-0000-3600-000-6500-0000	NY	467.73
PV-001548	05/19/2018	INV 4508		01-0723-0-5800-0000-3600-000-6500-0000	NY	115.81
PV-001549	05/19/2018	INV 4509		01-0723-0-5800-0000-3600-000-6500-0000	NY	105.09
PV-001550	05/19/2018	INV 4496		01-0723-0-5800-0000-3600-000-6500-0000	NY	98.00
PV-001551	05/19/2018	INV 4495		01-0723-0-5800-0000-3600-000-6500-0000	NY	98.00
PV-001552	05/19/2018	INV 4494		01-0723-0-5800-0000-3600-000-6500-0000	NY	98.00
PV-001553	05/19/2018	INV 4498		01-0723-0-5800-0000-3600-000-6500-0000	NY	98.00
		TOTAL PAYMENT AMOUNT		1,080.63 *		1,080.63
000296/00	MESSICK ACE HARDWARE	942771648				
PV-001566	05/19/2018	INV 430741		01-0000-0-4300-0000-8100-000-6500-0000	NN	5.88
PV-001566	05/19/2018	INV 430774		01-0723-0-4300-0000-3600-000-6500-0000	NN	72.88
PV-001566	05/19/2018	INV 430796		01-9099-0-4300-1110-4000-000-7261-0000	NN	40.73
PV-001566	05/19/2018	INV 430796		01-0000-0-4300-0000-8100-000-6500-0000	NN	2.92
PV-001566	05/19/2018	INV 430867		01-0000-0-4300-0000-8100-000-6500-0000	NN	45.85
PV-001566	05/19/2018	INV 430869		01-0000-0-4300-0000-8100-000-6500-0000	NN	25.66
PV-001566	05/19/2018	INV 430965		01-0000-0-4300-0000-8100-000-6500-0000	NN	2.19
PV-001566	05/19/2018	INV 430966		01-9099-0-4300-1110-4000-000-7150-0000	NN	99.33
PV-001566	05/19/2018	INV 430973		01-0000-0-4300-0000-8100-000-6500-0000	NN	8.57
PV-001566	05/19/2018	INV 430999		01-0000-0-4300-0000-8100-000-6500-0000	NN	6.96
PV-001566	05/19/2018	INV 431033		01-0000-0-4300-0000-8100-000-6500-0000	NN	10.29
PV-001566	05/19/2018	INV 431044		01-7010-0-4300-3800-1000-300-3530-0000	NN	26.75
PV-001566	05/19/2018	INV 431072		01-0000-0-4300-0000-8100-000-6500-0000	NN	20.37
PV-001566	05/19/2018	INV 431094		01-0000-0-4300-0000-8100-000-6500-0000	NN	18.43
PV-001566	05/19/2018	INV 431169		01-0000-0-4300-0000-8100-000-6500-0000	NN	8.71
PV-001566	05/19/2018	INV 431210		01-0000-0-4300-0000-8100-000-6500-0000	NN	22.81
PV-001566	05/19/2018	INV 431367		01-0000-0-4300-0000-8100-000-6500-0000	NN	23.55
PV-001566	05/19/2018	INV 431402		01-0000-0-4300-0000-8100-000-6500-0000	NN	5.97
PV-001566	05/19/2018	INV 431477		01-0000-0-4300-0000-8100-000-6500-0000	NN	40.73

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012 COLUSA UNIFIED SCHOOL DISTRICT J70210
AP BATCH 43

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 MAY 18, 2018

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				
000205/00	RICHARDS, CRAIG							
PV-001569	05/19/2018	REIMB FOR RECEIPTS		01-0000-0-4300-1110-1000-200-2030-0000	NN		29.99	
		TOTAL PAYMENT AMOUNT		29.99 *			29.99	
000660/00	RISO PRODUCTS		680214253					
PV-001567	05/19/2018	INV 181705		01-0000-0-4300-1110-1000-100-1027-0000	NN		262.00	
PV-001567	05/19/2018	INV 181706		01-0000-0-4300-1110-1000-100-1027-0000	NN		250.00	
		TOTAL PAYMENT AMOUNT		512.00 *			512.00	
005968/00	RIVERSIDE LANES							
PV-001570	05/19/2018	INV 1022		01-0000-0-4300-1110-1000-100-1100-0000	NN		157.00	
		TOTAL PAYMENT AMOUNT		157.00 *			157.00	
005717/00	ROCCO'S BAR & GRILL		455474802					
PV-001571	05/19/2018	FFA BANQUET		01-0001-0-4300-3800-1000-300-3536-0000	NY		422.86	
		TOTAL PAYMENT AMOUNT		422.86 *			422.86	
005127/00	RODRIGUEZ-DULLY, CRISTINA							
PV-001572	05/19/2018	RIEMB FOR RECIEPTS		01-0001-0-4300-1110-1000-100-1003-0000	NN		100.00	
		TOTAL PAYMENT AMOUNT		100.00 *			100.00	
006072/00	SCOFIELD, SHANNON							
PV-001573	05/19/2018	REIMB FOR RECEIPTS		95-0890-0-4300-0000-0000-000-0000-0000	NN		22.30	
		TOTAL PAYMENT AMOUNT		22.30 *			22.30	
005743/00	SMITH, MELISSA							
PV-001574	05/19/2018	REIMB FOR RECEIPTS		01-0001-0-4300-1110-1000-100-1003-0000	NN		85.88	
		TOTAL PAYMENT AMOUNT		85.88 *			85.88	

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Number of checks to be printed: 50, not counting voids due to stub overflows.

COLUSA UNIFIED SCHOOL DISTRICT - WARRANTS TO BE RELEASED JUNE 1, 2018 - BATCH 44					
PV/RC #	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
1590	JENNIFER ALANIZ	\$15.00	95	ASB	REIMBURSE SUPPLIES PURCHASED
1596	AMERICAN FIDELITY ASSURANCE	\$411.87	1	DO	DISTRICT PAID DISABILITY
1598	SAMANTHA BROOKS	\$112.24	95	ASB	REIMBURSE SUPPLIES PURCHASED
1584	CALIFORNIA'S VALUED TRUST	\$112,715.87	1	DO	INSURANCE
1592	REBECCA CHANGUS	\$110.18	1	CHS-HS, DO	MILEAGE, HOME SCHOOL LUNCH REIMBURSEMENT
1601	COLUSA COUNTY OFFICE OF ED.	\$500.00	1	DO	QSS FISCAL YEAR SEMINAR
1597	SANDY HUFF	\$98.59	95	ASB	REIMBURSE SUPPLIES PURCHASED
1587	ROCHELLE LAIRD	\$150.00	1	DO	CONSULTING FEES
1600	ERIC LAY	\$224.84	95	ASB	REIMBURSE SUPPLIES PURCHASED
1591, 1593 & 1599	LCMS AWARDS	\$1,041.93	1/95	ASB, DO	AWARDS
1594	NSCIF	\$759.00	1	DO	BASEBALL/SOFTBALL ADMISSION & ENTRY FEES
1585 & 1589	QUILL CORPORATION	\$175.12	1	BPS, DO	SUPPLIES
1603	SHANNON SCOFIELD	\$96.00	95	DO	REIMBURSE SUPPLIES PURCHASED
1602	HEATHER THOMAS	\$72.57	1	CHS	REIMBURSE SUPPLIES PURCHASED
RC-98, RC- 99 & RC-100	US BANK CAL-CARD	\$6,706.13	1/95	CHS, DO	SEE ATTACHED
1586	YUBA SAFE & LOCK	\$323.44	1	DO	MAINTENANCE SERVICES
1595	ZIONS BANK	\$350.00	1	DO	CONSULTING FEES
TOTAL ALL FUNDS		\$123,862.78			BATCH 44

BATCH 44 - JUNE 1, 2018					
US BANK CALCARD VISA					
Jeremy Miller					
5/8/2018	CDW GOVERNMENT	800-808-4239, IL	\$600.51	1	SUPPLIES
5/15/2018	CDW GOVERNMENT	800-808-4239, IL	\$102.96	1	SUPPLIES
5/15/2018	CDW GOVERNMENT	800-808-4239, IL	\$102.47	1	SUPPLIES
5/16/2018	CDW GOVERNMENT	800-808-4239, IL	\$3,263.62	1	SUPPLIES
5/16/2018	AMAZON.COM	AMZN.COM/BILL, WA	\$28.77	1	SUPPLIES
5/19/2018	UPS	800-811-1648, GA	\$16.66	1	POSTAGE
		Subtotal:	\$4,114.99		
Jesse Rodriguez					
		Subtotal:	\$0.00		
Jody Johnston					
		Subtotal:	\$0.00		
Maria Espindola					
5/16/2018	USPS	COLUSA, CA	\$50.00	1	POSTAGE
5/20/2018	STAPLES DIRECT	800-333-3330, CT	\$6.79	1	SUPPLIES
		Subtotal:	\$56.79		
Melissa Ericsson					
		Subtotal:	\$0.00		
Nick Schantz					
		Subtotal:	\$0.00		
Rebecca Changus					
5/16/2018	SPORT DECALS, INC	800-435-6110, IL	\$1,141.20	1	SUPPLIES
5/16/2018	NATIONAL FFA ORGANIZATION	317-802-4333, IN	\$377.50	1	
5/17/2018	HERTZBERG NEW METHOD	217-243-5451, IL	\$1,015.65	1	
		Subtotal:	\$2,534.35		
Ron Rogers					
		Subtotal:	\$0.00		
Rosemary Hicks					
		Subtotal:	\$0.00		
Zeba Hone					
		Subtotal:	\$0.00		
BATCH 44 VISA TOTAL:			\$6,706.13		

Batch status: A All

From batch: 0000

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num									
Req Reference	Date	Description	FD	RESC	Y	OBJ	GOAL	FUNC	SCH	BDRS	TYPE	T9MPS	Liq Amt	Net Amount

005113/00	ALANIZ, JENNIFER													
PV-001590	05/20/2018	DOLLAR TREE REIMBURSEMENT	95-0950-0-4300-0000-0000-000-0000-0000	NN										15.00
			MATERIALS AND SUPPLIES											
		TOTAL PAYMENT AMOUNT						15.00	*					15.00
005789/00	AMERICAN FIDELITY ASSURANCE													
PV-001596	04/11/2018	INV #B750962	01-0000-0-9517-0000-0000-000-0000-0000	NN										411.87
			MEDICARE LIAB											
		TOTAL PAYMENT AMOUNT						411.87	*					411.87
006037/00	BROOKS, SAMANTHA													
PV-001598	05/17/2018	REIMBURSE SUPPLIES	95-0860-0-4300-0000-0000-000-0000-0000	NN										112.24
			MATERIALS AND SUPPLIES											
		TOTAL PAYMENT AMOUNT						112.24	*					112.24
004976/00	CALIFORNIA'S VALUED TRUST													
PV-001584	05/18/2018	JUNE 2018 PREMIUMS	01-0000-0-9514-0000-0000-000-0000-0000	NN										112,715.87
			HEALTH/WELFARE LIAB											
		TOTAL PAYMENT AMOUNT						112,715.87	*					112,715.87
004623/00	CHANGUS, REBECCA													
PV-001592	05/18/2018	MILEAGE REIMBURSEMENT	01-9099-0-4300-1110-4000-000-7150-0000	NN										52.32
			MATERIALS AND SUPPLIES											
PV-001592	05/18/2018	HOME SCHOOL LUNCH REIMBURSE	01-0000-0-4300-3300-1000-500-5030-0000	NN										57.86
			MATERIALS AND SUPPLIES											
		TOTAL PAYMENT AMOUNT						110.18	*					110.18
000166/00	COLUSA COUNTY OFFICE EDUCATION 946002149													
PV-001601	05/21/2018	QSS FISCAL YEAR SEMINAR	01-0000-0-5200-0000-7200-000-0000-0000	NN										500.00
			TRAVEL AND CONFERENCE											
		TOTAL PAYMENT AMOUNT						500.00	*					500.00

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num								
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS									Liq Amt	Net Amount

003150	(CONTINUED)												
PV-001594	05/21/2018	5/15/18 SOFTBALL ADMISSIONS	01-9099-0-4300-1110-4000-000-7282-0000 NN										301.00
			MATERIALS AND SUPPLIES										
		TOTAL PAYMENT AMOUNT	759.00 *										759.00
000394/00	QUILL CORPORATION 362952904												
PV-001585	05/09/2018	INV #7013171	01-0000-0-4300-1110-1000-100-1030-0000 NN										96.53
			MATERIALS AND SUPPLIES										
PV-001589	05/14/2018	INV #7113506	01-0000-0-4300-0000-7200-000-0000-0000 NN										41.06
			MATERIALS AND SUPPLIES										
PV-001589	05/14/2018	INV #7157864	01-0000-0-4300-0000-7200-000-0000-0000 NN										37.53
			MATERIALS AND SUPPLIES										
		TOTAL PAYMENT AMOUNT	175.12 *										175.12
006072/00	SCOFIELD, SHANNON												
PV-001603	05/10/2018	REIMBURSE SUPPLIES	95-0890-0-4300-0000-0000-000-0000-0000 NN										96.00
			MATERIALS AND SUPPLIES										
		TOTAL PAYMENT AMOUNT	96.00 *										96.00
003098/00	THOMAS, HEATHER												
PV-001602	05/17/2018	REIMBURSE BARN SUPPLIES	01-7010-0-4300-3800-1000-300-3530-0000 NN										72.57
			MATERIALS AND SUPPLIES										
		TOTAL PAYMENT AMOUNT	72.57 *										72.57
005101/00	US BANK- CAL CARD 411558798												
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-1110-1000-300-3042-0000										600.51
			MATERIALS AND SUPPLIES										
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000										102.96
			MATERIALS AND SUPPLIES										
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000										102.47
			MATERIALS AND SUPPLIES										
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000										3,263.62
			MATERIALS AND SUPPLIES										
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-0000-7200-000-0000-0000										28.77
			MATERIALS AND SUPPLIES										
RC-000098	05/29/2018	06.01.2018 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000										16.66
			MATERIALS AND SUPPLIES										
RC-000099	05/29/2018	06.01.2018 ESPINDOLA VISA	01-0000-0-4300-0000-7200-000-0000-0000										6.79
			MATERIALS AND SUPPLIES										

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num							
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE T9MPS	Liq Amt	Net Amount					

005101	(CONTINUED)											
RC-000099	05/29/2018	06.01.2018 ESPINDOLA VISA		01-0000-0-4300-0000-7200-000-0000-0000			50.00					
				MATERIALS AND SUPPLIES								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		95-0826-0-4300-0000-0000-000-0000-0000			1,141.20					
				MATERIALS AND SUPPLIES								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		01-7010-0-4300-3800-1000-300-3530-0000			377.50					
				MATERIALS AND SUPPLIES								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		01-0000-0-4300-1110-1000-300-3560-0000			1,015.65					
				MATERIALS AND SUPPLIES								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		95-0826-0-9519-0000-0000-000-0000-0000	N		-82.74					
				SALES TAX LIABILITY								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		95-0826-0-4300-0000-0000-000-0000-0000	N		82.74					
				MATERIALS AND SUPPLIES								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		01-0000-0-9519-1110-1000-300-3560-0000	N		-24.83					
				SALES TAX LIABILITY								
RC-000100	06/01/2018	06.01.2018 CHANGUS VISA		01-0000-0-4300-1110-1000-300-3560-0000	N		24.83					
				MATERIALS AND SUPPLIES								
				TOTAL PAYMENT AMOUNT		6,706.13 *				6,706.13		
000508/00	YUBA SAFE AND LOCK		911859867									
PV-001586	05/16/2018	INV #18000		01-8100-0-5800-0000-8100-000-6500-0000	NN		323.44					
				CONSULTING SERV/OPERATING EXP								
				TOTAL PAYMENT AMOUNT		323.44 *				323.44		
006095/00	ZIONS BANK		870189025									
PV-001595	05/31/2018	INV #7344		01-0000-0-5800-0000-7200-000-0000-0000	NY		350.00					
				CONSULTING SERV/OPERATING EXP								
				TOTAL PAYMENT AMOUNT		350.00 *				350.00		
				TOTAL BATCH PAYMENT		123,862.78 ***		0.00		123,862.78		
				TOTAL DISTRICT PAYMENT		123,862.78 ****		0.00		123,862.78		
				TOTAL FOR ALL DISTRICTS:		123,862.78 ****		0.00		123,862.78		

Number of checks to be printed: 17, not counting voids due to stub overflows.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2018-2019

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Colusa Unified School District District CDS Code: 06-61598

Name of County: Colusa County CDS Code: 06-10060

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 12 / 2018 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2019.

Submitted by (Superintendent, Board Secretary, or Designee):

Dwayne Newman Superintendent
Name Signature Title

530-458-4030 530-458-7791 6/12/18
Fax Number Telephone Number Date

745 Tenth Street, Colusa, CA 95932
Mailing Address

dnewman@colusa.k12.ca.us
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	6 _____
Bilingual Authorization (applicant already holds teaching credential)	3 _____
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	7
Special Education	
TOTAL	12

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes ☐ No ☒

If no, explain. Utilize college/university internship programs.

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? Unknown

If yes, list each college or university with which you participate in an internship program.

Chico State University, Chapman, National, Brandman University, CalTeach, and

Sacramento State University

If no, explain why you do not participate in an internship program.

UNIFORM COMPLAINT PROCEDURES

Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 **mandates** districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. Pursuant to 5 CCR 4610, **districts are required to adopt a uniform system of procedures that meets the UCP must meet** specified requirements for investigating and resolving complaints alleging (1) noncompliance with state and federal laws and regulations governing educational programs; (2) noncompliance with state law prohibiting the charging of student fees; **or-and** (3) unlawful discrimination (such as discriminatory harassment, intimidation, and bullying). Although some bullying incidents may not fall within the provisions of 5 CCR 4610, BP 5131.2 - Bullying strongly recommends that districts use the UCP to investigate all bullying incidents, regardless of whether there is an allegation of discriminatory bullying, to ensure consistent implementation by district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of his/her actual or perceived membership in a legally protected class. After investigation, bullying incidents found to involve unlawful discrimination would then be resolved using the UCP. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with the accompanying administrative regulation.

Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of the UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan. For plan requirements, see BP/AR 0460 - Local Control and Accountability Plan. In addition, state law authorizes the use of the UCP to resolve complaints of noncompliance with laws related to accommodations for lactating students; educational rights of foster youth, homeless students, **and** former juvenile court school students, **and children of military families**; assignment of students to courses without educational content; and physical education instructional minutes, as specified in items #3 and #6-**10-9** below. Finally, a district should adopt policies and procedures implementing the use of the UCP to investigate and resolve complaints alleging retaliation in response to a complaint.

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1; and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title II of the Americans with Disabilities Act (20 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such procedures to be "prompt and equitable." The factors OCR examines to evaluate each district's procedures are specified in the accompanying administrative regulation, including whether and how the procedures (1) provide notice of the procedures to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the resolution of the complaint; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects.

UNIFORM COMPLAINT PROCEDURES (continued)

CSBA staff received feedback and comments from representatives of CDE and OCR regarding this policy and the accompanying administrative regulation. As a result, the sample policy and regulation have been drafted to go beyond the requirements of California's UCP laws and regulations in an attempt to address issues and concerns raised by CDE and OCR. While CDE and OCR have not approved or signed off on the samples, **The following policy and accompanying administrative regulation reflect all components required by law and are consistent with CDE's Sample UCP Board Policies and Procedures and the FPM instrument.** CSBA believes that the additional details provided herein may help school districts and county offices of education during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, ~~After School Education and Safety~~ programs, **agricultural vocational education, American Indian education centers and early childhood education program assessments, bilingual education, peer assistance and review programs for teachers, migrant education,** career technical and technical education and training programs, child care and development programs, child nutrition programs, **compensatory education, special education programs,** consolidated categorical aid programs, **Economic Impact Aid, English learner programs, federal education programs in Title I-VII, migrant education, Regional Occupational Centers and Programs, school safety plans, special education programs, State Preschool Programs, Tobacco-Use Prevention Education programs,** and any other district-implemented program which is listed in Education Code 64000(a) ~~(5 CCR 4610)~~

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5131.62 - Tobacco)

~~(cf. 5141.4 - Child Abuse Prevention and Reporting)~~

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, **immigration status**, ethnic group identification, age, religion, marital **status**, pregnancy, **or** parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, **a former juvenile court school student, or a child of a military family as defined in**

Education Code 49701 who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

~~8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)~~

9. 8. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student **in grades 9-12** to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

~~10. 9.~~ Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

~~11. 10.~~ Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

~~12. 11.~~ Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant,

confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

- ~~3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.~~

- ~~4.~~ **3.** Any complaint alleging fraud shall be referred to the **Legal, Audits and Compliance Branch of the** California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve aAny complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

33380-33384 California Indian Education Centers

35186 Williams uniform complaint procedures

44500-44508 California Peer Assistance and Review Program for Teachers

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, and former juvenile court school students, and military-connected students; course credits; graduation requirements

51226-51226.1 Career technical education

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially:

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52462 Career technical education

52500-52616.24 Adult schools

54000-54029 Economic Impact Aid

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56865 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

HEALTH AND SAFETY CODE

104420 Tobacco-Use Prevention Education

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3080 Application of section
 4600-4687 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I basic programs
 6801-7014 Title III language instruction for limited English proficient and immigrant students
 7101-7184 Safe and Drug-Free Schools and Communities Act
 7201-7283g Title V promoting informed parental choice and innovative programs
 7301-7372 Title V rural and low-income school programs
 12101-12213 Title II equal opportunity for individuals with disabilities
UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy Act
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2014

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

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

U.S. Department of Justice: <http://www.justice.gov>

Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Superintendent
745 10th Street
Colusa, CA 95932
530.458.7791

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable

processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP **including to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying;** unlawful student fees;; local control and accountability plan (LCAP) requirements;; and requirements related to the educational rights of foster youth, homeless students, **and former juvenile court school students, and children of military families** ~~to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties.~~ (Education Code 262.3, 48853, 48853.5, **49010-49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)**

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

~~The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district supported social media, if available.~~

~~(cf. 1113—District and School Web Sites)~~

~~(cf. 1114—District Sponsored Social Media)~~

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
 - e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.
- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.
- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.
- i. A foster youth, homeless student, **or** former juvenile court school student, **or child of a military family** who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:
 - (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to **the** CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right

to file an appeal with **the** CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to **the** CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
- l. Copies of the district's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing ~~adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs~~ **the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP")** may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other

necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed **to upon** through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. **How The manner in which** the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to **the** CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with **the** CDE. (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference

3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision **of a complaint regarding any specified federal or state educational program subject to the UCP** may file an appeal in writing with ~~the~~ CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with ~~the~~ CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and ~~whether~~ **how** the facts **of the district's decision** are incorrect and/or the law has been misapplied. The appeal shall be **sent to CDE with** ~~accompanied by~~ a copy of the **original** locally filed complaint and a copy of the district's decision **in that complaint**. (5 CCR 4632)

Upon notification by ~~the~~ CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to ~~the~~ CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by ~~the~~ CDE

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Administrative Regulation

Business and Noninstructional Operations

AR 3230(a)

FEDERAL GRANT FUNDS

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure ~~of federal funds~~ in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the ~~federal grant~~ award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

~~On or before July 1, 2017, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in 2 CFR 200.317-200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and district policies concerning the procurement of goods and services.~~ **When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.**

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available **exclusively** from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract **whose for which the** cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and,

when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit

period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

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Administrative Regulation

Business and Noninstructional Operations

AR 3514.2(a)

INTEGRATED PEST MANAGEMENT

Definitions

Integrated pest management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. (Education Code 17609; Food and Agricultural Code 13181)

(cf. 3510 - Green School Operations)

School site means any facility used as a child day care facility or for kindergarten, elementary, or secondary school purposes and includes the buildings or structures, playgrounds, athletic fields, vehicles, or any other area of property visited or used by students. (Education Code 17609)

Program Components

The Superintendent or designee shall designate an employee at the district office and/or school site to develop, implement, and coordinate an ~~integrated pest management (IPM) program~~ **strategy** that incorporates effective, least toxic pest management practices.

The IPM coordinator shall prepare and ~~regularly~~ **annually** update a districtwide or school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

The IPM plan shall include the name of the district and/or school IPM coordinator, the pesticides expected to be applied at the school site by district employees and/or pest control applicators, and a date that the plan shall be reviewed and, if necessary, updated. (Education Code 17611.5)

The district shall use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides shall only be used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Food and Agricultural Code 13181)

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)

The district's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.

No pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site, shall be used at a school site. (Education Code 17610.1)

6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and **product** label directions ~~registered with the EPA as well as any disposal requirements indicated on the product label.~~

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM **as described in the section "Training" below.**

9. **Evaluating the effectiveness of treatments to determine if revisions to the IPM plan are needed.**

Training

~~Beginning July 1, 2016, t~~The IPM coordinator and any employee or contractor who **intends may be designated** to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

(cf. 4231 - Staff Development)

Any district employee who handles pesticides shall also receive pesticide-specific safety training prior to applying pesticides and annually thereafter in accordance with 3 CCR 6724.

Notifications

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184
3. If the school has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual

pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school or district IPM plan on the school's web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the IPM plan shall be included with the annual notification sent to staff and parents/guardians pursuant to Education Code 17612 as described above. ~~The plan shall include the name of the school designee or IPM coordinator, the pesticides applied at the school site by school or district employees and hired pest control applicators, and a date when the plan shall be reviewed and updated as necessary.~~ When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

Warning Signs

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide **to protect the health and safety of students, staff, or other persons or the school site**, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

Records

At the end of each calendar year, the IPM coordinator shall submit to ~~the~~ DPR, on a form provided by ~~the~~ DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. ~~Such records may be maintained~~ **A school may meet this requirement** by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Pesticide Use near School Site

Upon receiving notification pursuant to 3 CCR 6692 that a grower expects to use agricultural pesticides within one-quarter mile of a school site Monday through Friday from 6:00 a.m. to 6:00 p.m., the principal or designee shall notify the Superintendent or designee, IPM coordinator, staff at the school site, and parents/guardians of students enrolled at the school.

The principal or designee may communicate with any grower within one-quarter mile of the school to request that the grower not apply pesticides during evenings or weekends when school activities are scheduled.

Legal Reference:

BUSINESS AND PROFESSIONS CODE

~~8593.2 Licensed pest control operators; training requirements~~

EDUCATION CODE

17366 Legislative intent (fitness of buildings for occupancy)

17608-17614 Healthy Schools Act of 2000

48980 Notice at beginning of term

48980.3 Notification of pesticides

BUSINESS AND PROFESSIONS CODE

~~8593.2 Licensed pest control operators; training requirements~~

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 3

6147 Pesticides exempted from registration requirements

6690-6692 Pesticide use near school sites

6724 Training of employees handling pesticides

CODE OF REGULATIONS, TITLE 8

340-340.2 Employer's obligation to provide safety information

UNITED STATES CODE, TITLE 7

136-136y Insecticide, Fungicide and Rodenticide Act

Management Resources:

CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONS

California School IPM Model Program Guidebook

Healthy Schools Act Requirements for Public K-12 Schools

School District Integrated Pest Management Plan Template

U.S. ENVIRONMENTAL PROTECTION AGENCY

~~Protecting Children in Schools from Pests and Pesticides, 2002~~

Pest Control in the School Environment: ~~Adopting~~ **Implementing** Integrated Pest Management (IPM), ~~1993~~ **May 2017**

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
California Department of Pesticide Regulation, School IPM: <http://www.cdpr.ca.gov/schoolipm>
U.S. Environmental Protection Agency, Integrated Pest Management at Schools:
<http://www.epa.gov/pesticides/ipm> <https://www.epa.gov/managing-pests-schools>

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Board Policy

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

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

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments, and The Such procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures and related district policies to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public. The procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any

~~applicable CDE guidance, and shall not overtly identify students with unrecovered or delinquent debt or treat them differently than other students.~~

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees is not overtly identified, shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557.5)

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

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

(cf. 3553 - Free and Reduced Price Meals)

~~*(cf. 5145.3 - Nondiscrimination/Harassment)*~~

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the **use of the** exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

49550-~~49562~~ **49564.5** Meals for needy students

49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition
200.318-200.326 Procurement standards
200.400-200.475 Cost principles
200 Appendix VII Indirect cost proposals
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD Management Bulletin USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, NSD Management Bulletin, USDA-SNP-16-2012, October 2012

~~Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA FDP 02-2010, August 2010~~

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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Administrative Regulation

Business and Noninstructional Operations

AR 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

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

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee

shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

~~Students and their parents/guardians shall be notified whenever their account has a low or negative balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.~~

~~In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced price meals or need referral to social services.~~

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

The Superintendent or designee may enter into **a repayment plan** **an agreement** with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to **the** CDE using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and the California School Accounting Manual.

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 220.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

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Board Policy

Business and Noninstructional Operations

BP 3553(a)

FREE AND REDUCED PRICE MEALS

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

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

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

BP 3553(b)

To provide optimal nutrition and reduce the administrative burden of food service operations, the Superintendent or designee shall assess the eligibility of district schools to provide breakfast and/or lunch free of charge to all students at the school under a federally funded universal meal service provision, such as Provision 2 or the Community Eligibility Provision, pursuant to 42 USC 1759a.

If any district school meets the criteria for a "very high poverty school" through its eligibility for the federal Community Eligibility Provision reimbursement rate pursuant to 42 USC 1759a, the district shall apply to the California Department of Education (CDE) to operate a universal meal service, unless the Board adopts a resolution stating that the district is unable to comply with this requirement due to fiscal hardship. The resolution shall be part of the public agenda for at least two consecutive Board meetings, first as an information item and then as an action item. The Board shall reconsider the resolution at least once every four years. (Education Code 49564; 42 USC 1759a)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

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

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the **California Department of Education CDE** for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

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

(cf. 3555 - Nutrition Program Compliance)

(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

(cf. 5125 - Student Records)

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the following purposes: (Education Code 49558)

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. Identification of students eligible for **alternative supports in any school identified as a Title I program improvement school services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576**

~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~

(cf. 6171 - Title I Programs)

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another

nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

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

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-~~49562~~ **49564.5** Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6576 Elementary and Secondary Education Act

~~6301-6514 Title I programs~~

UNITED STATES CODE, TITLE 42

1751-1769j School lunch program

1771-1791 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

WELFARE AND INSTITUTIONS CODE

~~14005.41 Basic health care~~

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

NSD SNP 12-2015 Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, July 2015

USDA SNP 07-2010 Change in Free and Reduced Price Meal Application Approval Process, September 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Direct Certification Implementation Checklist, May 2008

Free and Reduced-Price Meals: Universal Meal Service, Nutrition Services Division Management Bulletin SNP-01-2018, January 2018

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

WEB SITES

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Food Policy Advocates: <https://cfpa.net>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

(3/16 7/16) 3/18

Administrative Regulation

Business and Noninstructional Operations

AR 3553(a)

FREE AND REDUCED PRICE MEALS

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3552 - Summer Meal Program)

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)

(cf. 5145.6 - Parental Notifications)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are homeless or migrant, and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meals program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

~~When authorized by law, participants in the CalFresh, California Work Opportunity and Responsibility to Kids (CalWORKS), and Medi-Cal programs shall other federal or state programs may be directly certified, without further application, for enrollment in the~~ free and reduced-price meals program **without further application. Participants in other**

state or federal programs may be directly certified when authorized by law. (Education Code 49561, 49562; 42 USC 1758; 7 CFR 245.6)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6175 - Migrant Education Program)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced-price meals program for the purpose of disaggregation of academic achievement data **or for the identification of students**

who are eligible for alternative supports in a Title I program improvement school: and/or the provision of services under the federal Elementary and Secondary Education Act pursuant to 20 USC 6301-6576.

Nutrition Services Director
Data Technology Specialist

In using the records for such purposes, the Superintendent or designee shall ensure that: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meals program are maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meals program is not publicly released.

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

3. All other confidentiality provisions required by law are met.
4. Information collected regarding individual students certified to participate in the free and reduced-price meals program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or for milk.
4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

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

(cf. 3555 - Nutrition Program Compliance)

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8) (3/16 7/16) 3/18

Board Policy

All Personnel

BP 4111(a)

4211

RECRUITMENT AND SELECTION

4311

The Governing Board is committed to employing suitable, qualified individuals to **effectively** carry out the district's **vision, mission, and goals.** ~~to provide high-quality education to its students and to ensure the efficiency of district operations.~~

(cf. 0000 - Vision)

(cf. ~~0100~~ **0200** - Goals for the School District)

(cf. 4000 - Concepts and Roles)

(cf. 4100 - Certificated Personnel)

(cf. 4200 - Classified Personnel)

(cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop **equitable,** fair, **open,** and transparent recruitment and selection processes and procedures ~~which that~~ ensure ~~that~~ individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she **also** shall **also** disseminate job announcements to ensure a wide range of candidates.

~~With Board approval, the Superintendent or designee may provide incentives to recruit teachers, administrators, or other employees to work in low performing schools or in hard-to-fill positions.~~

(cf. ~~4113~~ Assignment)

The district's selection procedures shall include screening processes, interviews, **observations,** and recommendations from previous employers, **and observations when appropriate,** as necessary to identify the best possible candidate for a position.

(cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee, ~~as appropriate,~~ to rank candidates and recommend finalists. **During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job.** All discussions and recommendations shall be confidential in accordance with law.

(cf. 2230 - Representative and Deliberative Groups)

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts)

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

35035 Responsibilities of superintendent

~~41530-41533 Professional Development Block Grant~~

44066 Limitations on certification requirement

44259 Teaching credential; exception; designated subjects; minimum requirements

~~44735 Teaching as a Priority block grant~~

~~44740-44741 Personnel management assistance teams~~

44750 Teacher recruitment resource center

44830-44831 Employment of certificated persons

44858 Age or marital status in certificated positions

44859 Prohibition against certain rules and regulations re: residency

45103-45139 Employment (classified employees)

49406 Examination for tuberculosis

GOVERNMENT CODE

815.2 Liability of public entities and public employees

6250-6276.48 Public Records Act

12900-12996 Fair Employment and Housing Act, including:
12940-~~12956~~ **12957** Discrimination prohibited; unlawful practices

HEALTH AND SAFETY CODE

53570-53574 Teacher Housing Act of 2016

LABOR CODE

432.3 Salary information

UNITED STATES CODE, TITLE 5

552 Freedom of Information Act

UNITED STATES CODE, TITLE 8

1324a Unlawful employment of aliens

1324b Unfair immigration related **employment** practices

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2 2000h-6 Title IX, 1972 Education Act Amendments

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION PUBLICATIONS

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017

WEB SITES

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

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

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

Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: ~~<http://www.calteach.org>~~ **<https://culturalvistas.org/programs/us/teach-usa>**

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

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Board Policy

All Personnel

BP 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

~~The Governing Board prohibits sexual harassment of district employees. The Board also prohibits~~ **The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and** retaliatory behavior or action against ~~district employees or other~~ **any** persons who complains, ~~testify~~ **testifies**, or otherwise participates in the complaint process established ~~pursuant to~~ **for the purpose of** this policy ~~and accompanying administrative regulation.~~

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and, ~~when applicable,~~ to **other persons on district property or with some employment relationship with the district, such as** interns, volunteers, **contractors**, and job applicants.

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

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to **staff employees and others to whom the policy may apply**

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

~~All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)~~

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed **in the performance of his/her district responsibilities** or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her **direct supervisor, another supervisor, the principal, district administrator, the district's coordinator for nondiscrimination, or the Superintendent, or, if available, a complaint hotline or an ombudsman.** A supervisor, ~~principal, or other district administrator~~ who receives a harassment complaint shall promptly notify the **coordinator. Superintendent or designee.**

Complaints of sexual harassment shall be filed **and investigated** in accordance with **the complaint procedure specified in** AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

~~Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.~~

~~(cf. 4118 Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 4218 Dismissal/Suspension/Disciplinary Action)~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

~~2000d-2000d-7 Title VI, Civil Rights Act of 1964~~

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

~~2000h-2-2000h-6 Title IX, 1972 Education Act Amendments~~

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

~~**106.9 Dissemination of policy**~~

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Fragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

~~**Protecting Students from Harassment and Hate Crime, January 1999**~~

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

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

<http://www.ed.gov/about/offices/list/ocr/index.html>

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Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment. Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include **how to recognize prohibited or harassing conduct**, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. **The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.**

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A *supervisory employee* is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
- 8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation**

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive **either** a copy of **an** information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or **a copy of district information sheets the district** that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment, **and the DFEH poster regarding transgender rights.** (Government Code 12950)

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Administrative Regulation

Certificated Personnel

AR 4161.1(a)
4361.1

PERSONAL ILLNESS/INJURY LEAVE

Certificated employees employed five school days per week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave) per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee who is entitled to less than three days of paid sick leave per year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 44978; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Use of Sick Leave

Certificated employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment; quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties; or temporary inability to perform assigned duties because of illness, accident, or quarantine (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

2. Pregnancy, miscarriage, childbirth, and related recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical and dental appointments, in increments of not less than one hour

5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

6. **Need of the employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 44977.5; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)**

6-7. Need of the employee or his/her family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

7-8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 230.1(a) for the health, safety, or welfare of the employee or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items **#6-7 7-8**, an employee may use, in any calendar year, the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

The Superintendent or designee shall notify any certificated employee who leaves the district after at least one school year of employment that if the employee accepts a certificated position in another district, county office of education, or community college district within one year, he/she may request that the district transfer his/her accumulated sick leave to the new employer. (Education Code 44979, 44980)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a **newly hired** certificated employee who is a **military veteran with former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component** ~~a military service-connected disability rated at 30 percent or more by the U.S. Department of Veterans Affairs~~ shall be entitled to sick leave with pay of up to 10 days for the purpose of undergoing medical treatment, **including mental health treatment**, for **his/her a military service-connected disability rated at 30 percent or more by the U.S. Department of Veterans Affairs**. An eligible employee **employed who works** less than five days per week shall be entitled to such leave in proportion to the time he/she works. (Education Code 44978.2)

The amount of leave shall be credited to the employee **either** on the **first day of employment** ~~and shall remain available for the following 12 months of employment. Leave not used~~

~~during the 12-month period shall not be carried over and shall be forfeited.~~ **date the employee receives confirmation of the submission of his/her disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives his/her disability rating decision, he/she shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 10-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 44978.2)**

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall remain be available for the following 12 months of employment following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 44978.2)

Notification of Absence

An employee shall notify the district of his/her need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

OPTION 1:

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or accident, continues to be absent from his/her duties for an additional period of up to five school months, the employee shall receive his/her regular salary minus the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or accident. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

Absence Beyond Five-Month Period/Reemployment List

If a certificated employee is not medically able to resume his/her duties after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, he/she shall be returned to employment in a position for which he/she is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

Differential Pay for Parental Leave

During each school year, ~~any~~ a certificated employee ~~who has exhausted~~ may use all available sick leave, including accumulated sick leave, ~~and continues to be absent on account of parental leave (baby bonding) pursuant to Government Code 12945.2 shall receive differential pay~~ for the purpose of parental leave for a period up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 44977.5)

Eligibility for ~~parental leave pursuant to Education Code 44977.5~~ such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 44977.5)

Note: Pursuant to Education Code 44977.5, as amended by AB 2393 (Ch. 883, Statutes of 2016), the district is required to provide differential pay to a certificated employee when he/she has exhausted all available sick leave, including accumulated sick leave, and continues to be absent due to parental leave ~~for the birth of the employee's child or placement of a child with the employee for adoption or foster care (baby bonding)~~, pursuant to Government Code 12945.2 (California Family Rights Act). Such an employee is entitled to receive differential pay, calculated in the same manner described in Option 1 or 2 in the section "Continued Absence After Available Sick Leave Is Exhausted/Differential Pay" above, for up to 12 work weeks.

Since Education Code 44977.5 does not expressly require districts to provide differential pay to employees who are eligible for parental leave pursuant to Government Code 12945.6, as added by SB 63 (Ch. 686, Statutes of 2017), it is unclear whether such employees would be entitled to differential pay. Districts should consult legal counsel if they have questions regarding differential pay for such employees.

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay for the remainder of the 12 work weeks. (Education Code 44977.5)

Such ~~p~~Parental leave taken pursuant to Education Code 44977.5 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 44977.5; Government Code 12945.2, 12945.6)

Verification Requirements

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Healthy Workplaces, Healthy Families Act Requirements

No employee shall be denied the right to use accrued sick days, and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file

a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her

2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

44964 Power to grant leave of absence in case of illness, accident, or quarantine
44965 Granting of leaves of absence for pregnancy and childbirth
44976 Transfer of leave rights when school is transferred to another district
44977 Salary deduction during absence from duties up to five months after sick leave is exhausted
44977.5 Differential pay during parental leave up to 12 weeks after sick leave is exhausted
44978 Provisions for sick leave of certificated employees
44978.1 Inability to return to duty; placement in another position or on reemployment list
44978.2 Leave for military service connected disability
44979 Transfer of accumulated sick leave to another district
44980 Transfer of accumulated sick leave to a county office of education
44981 Leave of absence for personal necessity
44983 Exception to sick leave when district adopts specific rule
44984 Industrial accident or illness
44986 Leave of absence for disability allowance applicant

GOVERNMENT CODE

12945.1-12945.2 California Family Rights Act

12945.6 Parental leave

LABOR CODE

220 Sections inapplicable to public employees
230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off
230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off
233 Illness of child, parent, spouse or domestic partner
234 Absence control policy
245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 5

5601 Transfer of accumulated sick leave

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended

UNITED STATES CODE, TITLE 42

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.800 Family and Medical Leave Act of 1993

1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008

COURT DECISIONS

Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406

Administrative Regulation

All Personnel

AR 4161.8(a)

4261.8

4361.8

FAMILY CARE AND MEDICAL LEAVE

The district shall not deny any eligible employee ~~his/her the~~ right to family care, medical, or pregnancy disability leave (PDL) pursuant to the Family and Medical Leave Act (FMLA), the California Family Rights Act (CFRA), or the Fair Employment and Housing Act (FEHA) ~~or nor~~ restrain or interfere with the employee's exercise of such right. In addition, the district shall not discharge an employee or discriminate or retaliate against him/her for taking such leave or for his/her opposition to or challenge of any unlawful district practice in relation to any of these laws or for his/her involvement in any related inquiry or proceeding. (Government Code 12945, 12945.2; 2 CCR 11094; 29 USC 2615)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

Definitions

The words and phrases defined below shall have the same meaning throughout this administrative regulation except where a different meaning is otherwise specified.

Child (son or daughter) means a biological, adopted, or foster child; a stepchild; a legal ward; or a child to whom the employee stands in *loco parentis*, as long as the child is under 18 years of age or an adult dependent child. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611)

Eligible employee for FMLA and CFRA purposes means an employee who has been employed with the district for at least 12 months and who has at least 1,250 hours of service with the district during the previous 12-month period. However, these requirements shall not apply when an employee applies for PDL. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.110)

Employee disabled by pregnancy means ~~a woman who, in the opinion of her~~ **an employee whose** health care provider **states that the employee** is: (2 CCR 11035)

1. Unable because of pregnancy to perform any one or more of the essential functions of ~~her the~~ job or to perform any of them without undue risk to ~~herself the employee or other persons or to her the~~ pregnancy's successful completion, ~~or to other persons~~
2. Suffering from severe "morning sickness" or needs to take time off for prenatal or postnatal care, bed rest, gestational diabetes, pregnancy-induced hypertension, preeclampsia, postpartum depression, childbirth, loss or end of pregnancy, recovery from childbirth or loss or end of pregnancy, or any other pregnancy-related condition

Parent means a biological, foster, or adoptive parent; a stepparent; a legal guardian; or another person who stood in *loco parentis* to the employee when the employee was a child. *Parent* does not include a spouse's parents. (Government Code 12945.2; 2 CCR 11087; 29 USC 2611; 29 CFR 825.122)

Serious health condition means an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or his/her child, parent, or spouse, including, but not limited to, treatment for substance abuse, that involves either of the following: (Government Code 12945.2; 2 CCR 11087, 11097; 29 USC 2611; 29 CFR 825.113-825.115)

1. Inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity

A person is considered an inpatient when a health care facility formally admits him/her to the facility with the expectation that he/she will remain overnight and occupy a bed, even if it later develops that the person can be discharged or transferred to another facility and does not actually remain overnight.

Incapacity means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

2. Continuing treatment or continuing supervision by a health care provider, including one or more of the following:
 - a. A period of incapacity of more than three consecutive full days
 - b. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition
 - c. Any period of incapacity due to pregnancy or for prenatal care under FMLA
 - d. Any period of incapacity which is permanent or long term due to a condition for which treatment may not be effective
 - e. Any period of absence to receive multiple treatments, including recovery, by a health care provider

Spouse means a partner in marriage as defined in Family Code 300, including same sex partners in marriage, or a registered domestic partner within the meaning of Family Code 297-297.5. (Family Code 297, 297.5, 300; 2 CCR 11087; 29 CFR 825.122)

Eligibility

The district shall grant FMLA or CFRA leave to eligible employees for any of the following reasons: (Government Code 12945.2, **12945.6**; 29 USC 2612; 29 CFR 825.112)

1. The birth of a child of the employee or placement of a child with the employee in connection with the employee's adoption or foster care of the child (~~baby bonding~~ **parental leave**)
2. To care for the employee's child, parent, or spouse with a serious health condition
3. The employee's own serious health condition that makes him/her unable to perform one or more essential functions of his/her position
4. Any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or call to covered active duty (or has been notified of an impending call or order to covered active duty)
5. To care for a covered servicemember with a serious injury or illness if the covered servicemember is the employee's spouse, child, parent, or next of kin, as defined

In addition, the district shall grant PDL to any **female** employee who is disabled by pregnancy, childbirth, or other related medical condition. (Government Code 12945; 2 CCR 11037)

Terms of Leave

An eligible employee shall be entitled to a total of 12 work weeks of FMLA or CFRA leave during any 12-month period, except in the case of leave to care for a covered servicemember as provided under "Military Caregiver Leave" below. To the extent allowed by law, CFRA and FMLA leaves shall run concurrently. (Government Code 12945.2; 29 USC 2612)

This 12-month period shall be measured forward from the date the employee's first family care and medical leave begins. (29 CFR 825.200)

OPTION 4: This 12-month period shall be a rolling period measured backward from the date an employee uses any family care and medical leave, as defined in 29 CFR 825.200. (29 CFR 825.200)

In addition, ~~for each pregnancy,~~ any **female** employee who is disabled by pregnancy, childbirth, or other related condition shall be entitled to PDL for the period of the disability not to exceed four months. For a part-time employee, the four months shall be calculated on a proportional basis. (Government Code 12945; 2 CCR 11042)

PDL shall run concurrently with FMLA leave for disability caused by an employee's pregnancy. At the end of the employee's FMLA leave for disability caused by pregnancy, or at the end of four months of PDL, whichever occurs first, a CFRA-eligible employee may request to take CFRA leave of up to 12 work weeks, for the reason of the birth of **her a** child or to bond with or care for the child. (Government Code 12945, 12945.2; 2 CCR 11046, 11093)

Leave taken for the birth or placement of a child must be concluded within the 12-month period beginning on the date of the birth or placement of the child. Such leave does not need to be taken in one continuous period of time. (2 CCR 11090; 29 USC 2612)

If both parents of a child work for the district, their family care and medical leave related to the birth or placement of the child shall be limited to a combined total of 12 work weeks. This restriction shall apply regardless of the legal status of both parents' relationship. (Government Code 12945.2, **12945.6**; 2 CCR 11088; 29 USC 2612)

Use/Substitution of Paid Leave

An employee shall use his/her accrued vacation leave, other accrued time off, and any other paid time off negotiated with the district for any otherwise unpaid FMLA or CFRA leave not involving his/her own serious health condition. For PDL, CFRA, or FMLA leave due to an employee's own serious health condition, the employee shall use accrued sick leave and may use accrued vacation leave and other paid time off at his/her option. (Government Code 12945, 12945.2, **12945.6**; 2 CCR 11044; 29 USC 2612)

The district and employee may also negotiate for the employee's use of any additional paid or unpaid time off instead of using the employee's CFRA leave. (2 CCR 11092)

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Intermittent Leave/Reduced Work or Leave Schedule

PDL and family care and medical leave for the serious health condition of an employee or his/her child, parent, or spouse may be taken intermittently or on a reduced work or leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition. However, the district shall limit leave increments to the shortest period of time that the district's payroll system uses to account for absences or use of leave provided it is not to be greater than one hour. (2 CCR 11042, 11090; 29 USC 2612)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

The basic minimum duration of leave for the birth, **adoption**, or **foster care** placement of a child shall be two weeks. However, the district shall grant a request for such leave of less than two weeks on any two occasions. (2 CCR 11090; 29 USC 2612)

The district may require an employee to transfer temporarily to an available alternative position ~~if the employee is pregnant and provides medical certification from her health care provider of a medical need for intermittent leave or leave on a reduced work or leave schedule or if the employee's need for the intermittent leave or leave on a reduced work or leave schedule is foreseeable based on his/her planned medical treatment or that of a family member.~~ **under any of the following circumstances: (2 CCR 11041, 11090; 29 USC 2612)**

- 1. The employee needs intermittent leave or leave on a reduced work schedule that is foreseeable based on a planned medical treatment for the employee or family member.**

2. A medical certification is provided by the employee's health care provider that, because of pregnancy, the employee has a medical need to take intermittent leave or leave on a reduced work schedule.
3. The district agrees to permit intermittent leave or leave on a reduced work schedule due to the birth, adoption, or foster care placement of the employee's child.

This alternative position must have equivalent pay and benefits and must better accommodate recurring periods of leave than the employee's regular job, and the employee must be qualified for the position. Transfer to an alternative position may include altering an existing job to better accommodate the employee's need for intermittent leave or a reduced work or leave schedule. (2 CCR 11041, 11090; 29 USC 2612)

~~(cf. 4113.4/4213.4/4313.4 – Temporary Modified/Light Duty Assignment)~~

Request for Leave

The district shall consider an employee's request for PDL or family care and medical leave only if the employee provides at least verbal notice sufficient to make the district aware of the need to take the leave and the anticipated timing and duration of the leave. (2 CCR 11050, 11091)

For family care and medical leave, the employee need not expressly assert or mention FMLA/CFRA to satisfy this requirement. However, he/she must state the reason the leave is needed (e.g., birth of child, medical treatment). If more information is necessary to determine whether the employee is eligible for family care and medical leave, the Superintendent or designee shall inquire further and obtain the necessary details of the leave to be taken. (2 CCR 11091)

The district shall respond to requests for leave as soon as practicable, but no later than five business days after receiving the employee's request. (2 CCR 11091)

Based on the information provided by the employee, the Superintendent or designee shall designate the leave, paid or unpaid, as FMLA/CFRA qualifying leave and shall give notice of such designation to the employee. Failure of an employee to respond to permissible inquiries regarding the leave request may result in denial of CFRA protection if the district is unable to determine whether the leave is CFRA qualifying. (2 CCR 11091; 29 CFR 825.300)

When an employee is able to foresee the need for the PDL or family care and medical leave at least 30 days in advance of the leave, the employee shall provide the district with at least 30 days advance notice before the leave. When the 30 days notice is not practicable because of a lack of knowledge of when leave will be required to begin, a change in circumstances, a medical emergency, or other good cause, the employee shall provide the district with notice as soon as practicable. Failure of an employee to provide required notice may result in a denial of leave. (2 CCR 11050, 11091)

In all instances, the employee shall consult with the Superintendent or designee and make a reasonable effort to schedule, subject to the health care provider's approval, any planned

appointment or medical treatment or supervision so as to minimize disruption to district operations. (Government Code 12945.2; 2 CCR 11050, 11091)

Certification of Health Condition

Within five business days of an employee's request for family care and medical leave for his/her own or his/her child's, parent's, or spouse's serious health condition, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave. Upon receiving the district's request, the employee shall provide the certification within 15 days, unless either the Superintendent or designee provides additional time or it is not practicable under the particular circumstances, despite the employee's diligent, good faith efforts. (2 CCR 11091; 29 CFR 825.305)

The certification shall include the following: (Government Code 12945.2; 2 CCR 11087; 29 USC 2613)

1. The date on which the serious health condition began
2. The probable duration of the condition
3. If the employee is requesting leave to care for a child, parent, or spouse with a serious health condition, both of the following:
 - a. Statement that the serious health condition warrants the participation of the employee to provide care, such as by providing psychological comfort, arranging for third party care, or directly providing or participating in the medical care of the child, parent, or spouse during a period of the treatment or supervision
 - b. Estimated amount of time the health care provider believes the employee needs to care for the child, parent, or spouse
4. If the employee is requesting leave because of his/her own serious health condition, a statement that due to the serious health condition, he/she is unable to work at all or is unable to perform one or more essential functions of his/her job
5. If the employee is requesting leave for intermittent treatment or on a reduced work or leave schedule for planned medical treatment, a statement of the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave

When an employee has provided sufficient medical certification to enable the district to determine whether the employee's leave request is FMLA/CFRA-eligible, the Superintendent or designee shall notify the employee within five business days whether the leave is FMLA/CFRA-eligible. The Superintendent or designee may also retroactively designate leave as FMLA/CFRA leave as long as appropriate notice is given to the employee and there is no harm or injury to the employee. (2 CCR 11091; 29 CFR 825.301)

If the Superintendent or designee doubts the validity of a certification that accompanies a request for leave for the employee's own serious health condition, he/she may require the employee to obtain a second opinion from a district-approved health care provider, at district expense. If the second opinion is contrary to the first, the Superintendent or designee may require the employee to obtain a third medical opinion from a third health care provider approved by both the employee and the district, again at district expense. The opinion of the third health care provider shall be final and binding. (Government Code 12945.2; 2 CCR 11091; 29 USC 2613)

For PDL, the Superintendent or designee shall request that the employee provide certification by a health care provider of the need for leave at the time the employee gives notice of the need for PDL, or within two business days of giving the notice. If the need for PDL is unforeseen, the Superintendent or designee shall request the medical certification within two business days after the leave commences. The Superintendent or designee may request certification at some later date if he/she has reason to question the appropriateness of the leave or its duration. (2 CCR 11050)

For PDL that is foreseeable and for which at least 30 days notice has been given, the employee shall provide the medical certification before the leave begins. When this is not practicable, the employee shall provide the certification within the time frame specified by the Superintendent or designee which must be at least 15 days after the request, unless it is not practicable under the particular circumstances despite the employee's diligent, good faith efforts. (2 CCR 11050)

Medical certification for PDL purposes shall include a statement that the employee needs to take the leave because **she the employee** is disabled by pregnancy, childbirth, or a related medical condition, the date on which the employee became disabled because of pregnancy, and the estimated duration of the leave. (2 CCR 11050)

If additional PDL or family care and medical leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide recertification in the manner specified for the leave. (Government Code 12945.2; 2 CCR 11050; 29 USC 2613)

The Superintendent or designee shall not request any genetic information related to an employee except as authorized by law in accordance with the California Genetic Information Nondiscrimination Act of 2011.

Release to Return to Work

Upon expiration of an employee's PDL or family care and medical leave taken for his/her own serious health condition, the employee shall present certification from the health care provider that he/she is able to resume work. **The certification from the employee's health care provider shall address the employee's ability to perform the essential functions of his/her job.**

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

Rights to Reinstatement

Upon granting an employee's request for PDL or FMLA/CFRA leave, the Superintendent or designee shall guarantee to reinstate the employee in the same or a comparable position when the leave ends. (Government Code 12945.2; 2 CCR 11043, 11089; 29 USC 2614)

However, the district may refuse to reinstate an employee returning from FMLA or CFRA leave to the same or a comparable position if all of the following apply: (Government Code 12945.2; 2 CCR 11089; 29 USC 2614)

1. The employee is a salaried "key employee" who is among the highest paid 10 percent of district employees who are employed within 75 miles of the employee's worksite.
2. The refusal is necessary to prevent substantial and grievous economic injury to district operations.
3. The district informs the employee of its intent to refuse reinstatement at the time it determines that the refusal is necessary, and the employee fails to immediately return to service.

(cf. 4117.3 - Personnel Reduction)

(cf. 4217.3 - Layoff/Rehire)

The district may also refuse to reinstate an employee to the same or a comparable position if the FMLA/CFRA leave was fraudulently obtained by the employee. (2 CCR 11089; 29 CFR 825.216)

The district may refuse to reinstate an employee to the same position after taking PDL if, at the time the reinstatement is requested, the employee would not otherwise have been employed in that position for legitimate business reasons unrelated to the employee's PDL. (2 CCR 11043)

Maintenance of Benefits/Failure to Return from Leave

During the period when an employee is on PDL or family care and medical leave, he/she shall maintain his/her status with the district and the leave shall not constitute a break in service for purposes of longevity, seniority under any collective bargaining agreement, or any employee benefit plan. (Government Code 12945.2; 2 CCR 11092; 29 USC 2614)

For up to a maximum of four months for PDL and 12 work weeks for other family care and medical leave, the district shall continue to provide an eligible employee the group health plan coverage that was in place before he/she took the leave. The employee shall reimburse the district for premiums paid during the leave if he/she fails to return to district employment after the expiration of all available leaves and the failure is for a reason other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond his/her control. (Government Code 12945.2; 2 CCR 11044, 11092; 29 USC 2614; 29 CFR 825.213)

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

In addition, during the period when an employee is on PDL or family care and medical leave, the employee shall be entitled to continue to participate in other employee benefit plans including life insurance, short-term or long-term disability insurance, accident insurance, pension and retirement plans, and supplemental unemployment benefit plans to the same extent and under the same conditions as would apply to an unpaid leave taken for any other purpose. However, for purposes of pension and retirement plans, the district shall not make plan payments for an employee during any unpaid portion of the leave period and the leave period shall not be counted for purposes of time accrued under the plan. (Government Code 12945.2; 2 CCR 11044, 11092)

Military Family Leave Resulting from Qualifying Exigencies

An eligible employee may take up to 12 work weeks of unpaid FMLA leave, during each 12-month period established by the district in the section entitled "Terms of Leave" above, for one or more qualifying exigencies while his/her child, parent, or spouse who is a military member is on covered active duty or on call to covered active duty status. (29 USC 2612; 29 CFR 825.126)

Covered active duty means duty during the deployment of a member of the regular Armed Forces to a foreign country or duty during the deployment of a member of the National Guard or Reserves to a foreign country under a call or an order to active duty in support of a contingency operation pursuant to law. (29 USC 2611; 29 CFR 825.126)

Qualifying exigencies include time needed to: (29 CFR 825.126)

1. Address issues arising from short notice deployment of up to seven calendar days from the date of receipt of call or order of short notice deployment
2. Attend military events and related activities, such as any official ceremony or family assistance program related to the covered active duty or call to covered active duty status
3. Arrange child care or attend school activities arising from the covered active duty or call to covered active duty, such as arranging for alternative child care, enrolling or transferring a child to a new school, or attending meetings
4. Make or update financial and legal arrangements to address a military member's absence
5. Attend counseling provided by someone other than a health care provider
6. Spend time (up to 15 days of leave per instance) with a military member who is on short-term, temporary, Rest and Recuperation leave during deployment
7. Attend to certain post-deployment activities, such as arrival ceremonies or reintegration briefings
8. Care for a military member's parent who is incapable of self-care when the care is necessitated by the military member's covered active duty

9. Address any other event that the employee and district agree is a qualifying exigency

The employee shall provide the Superintendent or designee with notice of the need for the qualifying exigency leave as soon as practicable, regardless of how far in advance such leave is foreseeable. (29 CFR 825.302)

An employee who is requesting leave for qualifying exigencies shall provide the Superintendent or designee with a copy of the military member's active duty orders, or other documentation issued by the military, and the dates of the service. In addition, the employee shall provide the Superintendent or designee with certification of the qualifying exigency necessitating the leave. The certification shall contain the information specified in 29 CFR 825.309.

The employee's qualifying exigency leave may be taken on an intermittent or reduced work or leave schedule basis. (29 CFR 825.302)

During the period of qualified exigency leave, the district's rule regarding an employee's use of his/her accrued vacation leave and any other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Military Caregiver Leave

The district shall grant an eligible employee up to a total of 26 work weeks of leave during a single 12-month period, measured forward from the first date the leave is taken, to care for a covered servicemember with a serious illness or injury. In order to be eligible for such military caregiver leave, the employee must be the spouse, son, daughter, parent, or next of kin of the covered servicemember. This 26-week period is not in addition to, but rather is inclusive of, the 12 work weeks of leave that may be taken for other FMLA qualifying reasons. (29 USC 2611, 2612; 29 CFR 825.127)

Covered servicemember may be: (29 CFR 825.127)

1. A current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy; is otherwise in outpatient status; or is otherwise on the temporary disability retired list for a serious injury or illness
2. A veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran

Son or daughter of a covered servicemember means the biological, adopted, or foster child, stepchild, legal ward, or a child of any age for whom the covered servicemember stood in *loco parentis*. (29 CFR 825.127)

Parent of a covered servicemember means the covered servicemember's biological, adopted, step, or foster parent, or any other individual who stood in *loco parentis* to the covered servicemember (except "parents in law"). (29 CFR 825.127)

Next of kin means the nearest blood relative to the covered servicemember, or as designated in writing by the covered service member. (29 USC 2611, 2612)

Outpatient status means the status of a member of the Armed Forces assigned to a military medical treatment facility as an outpatient or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. (29 USC 2611; 29 CFR 825.127)

Serious injury or illness means: (29 USC 2611; 29 CFR 825.127)

1. For a current member of the Armed Forces, an injury or illness incurred by the member in the line of duty on active duty, or that existed before the beginning of the member's active duty and was aggravated by the member's service in the line of duty while on active duty in the Armed Forces, and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.
2. For a veteran, an injury or illness incurred or aggravated by the member's service in the line of duty on active duty in the Armed Forces, including the National Guard or Reserves, that manifested itself before or after the member became a veteran and that is at least one of the following:
 - a. A continuation of a serious injury or illness incurred or aggravated while the veteran was a member of the Armed Forces and rendered him/her unable to perform the duties of his/her office, grade, rank, or rating
 - b. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs (VA) Service-Related Disability Rating of 50 percent or greater, based wholly or partly on that physical or mental condition
 - c. A physical or mental condition that substantially impairs the veteran's ability to secure or follow a substantially gainful occupation by reason of one or more disabilities related to his/her military service or that would do so but for treatment received by the veteran
 - d. An injury, including a psychological injury, on the basis of which the veteran has been enrolled in the VA's Program of Comprehensive Assistance for Family Caregivers

The employee shall provide reasonable and practicable notice of the need for the leave in accordance with the procedures in the section entitled "Request for Leave" above.

An employee requesting leave to care for a covered servicemember with a serious injury or illness shall provide the Superintendent or designee with certification from an authorized health care provider of the servicemember that contains the information specified in 29 CFR 825.310.

The leave may be taken intermittently or on a reduced work or leave schedule when medically necessary. An employee taking military caregiver leave in combination with other leaves pursuant to this administrative regulation shall be entitled to a combined total of 26 work weeks of leave during a single 12-month period. When both spouses work for the

district and both wish to take such leave, the spouses are limited to a maximum combined total of 26 work weeks during a single 12-month period. (29 USC 2612)

During the period of military caregiver leave, the district's rule regarding an employee's use of his/her accrued vacation leave and other accrued paid or unpaid time off, as specified in the section "Use/Substitution of Paid Leave" above, shall apply.

Notifications

The Superintendent or designee shall provide the following notifications regarding state and federal law related to PDL or FMLA/CFRA leave:

1. **General Notice:** Information explaining the provisions of the FEHA/PDL and FMLA/CFRA and employee rights and obligations shall be posted in a conspicuous place on district premises, or electronically, and shall be included in employee handbooks. (2 CCR 11049, 11095; 29 USC 2619)

The general notice shall also explain an employee's obligation to provide the Superintendent or designee with at least 30 days notice of the need for the requested leave, when the need is reasonably foreseeable at least 30 days prior to the start of the leave. (2 CCR 11050, 11091)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

2. **Eligibility Notice:** When an employee requests leave, including PDL, or when the Superintendent or designee acquires knowledge that an employee's leave may be for an FMLA/CFRA qualifying reason, the Superintendent or designee shall, within five business days, provide notification to the employee of his/her eligibility to take such leave. (2 CCR 11049, 11091; 29 CFR 825.300)
3. **Rights and Responsibilities Notice:** Each time the eligibility notice is provided to an employee, the Superintendent or designee shall provide written notification explaining the specific expectations and obligations of the employee, including any consequences for a failure to meet those obligations. Such notice shall include, as applicable: (29 CFR 825.300)
 - a. A statement that the leave may be designated and counted against the employee's annual FMLA/CFRA leave entitlement and the appropriate 12-month entitlement period, if qualifying
 - b. Any requirements for the employee to furnish medical certification of a serious health condition, serious injury or illness, or qualifying exigency arising out of active duty or call to active duty status and the consequences of failing to provide the certification
 - c. The employee's right to use paid leave, whether the district will require use of paid leave, conditions related to any use of paid leave, and the employee's entitlement to take unpaid leave if the employee does not meet the conditions for paid leave

- d. Any requirements for the employee to make premium payments necessary to maintain health benefits, the arrangement for making such payments, and the possible consequences of failure to make payments on a timely basis
- e. The employee's status as a "key employee" if applicable, potential consequence that restoration may be denied following the FMLA leave, and explanation of the conditions required for such denial
- f. The employee's right to maintenance of benefits during the leave and restoration to the same or an equivalent job upon return from leave
- g. The employee's potential liability for health insurance premiums paid by the district during the employee's unpaid FMLA leave should the employee not return to service after the leave

Any time the information provided in the above notice changes, the Superintendent or designee shall, within five business days of his/her receipt of an employee's first notice of need for leave, provide the employee with a written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

4. **Designation Notice:** When the Superintendent or designee has information (e.g., sufficient medical certification) to determine whether the leave qualifies as FMLA/CFRA leave, he/she shall, within five business days, provide written notification designating the leave as FMLA/CFRA qualifying or, if the leave will not be so designated, the reason for that determination. (2 CCR 11091; 29 CFR 825.300)

If the amount of leave needed is known, the notice shall include the number of hours, days, or weeks that will be counted against the employee's FMLA/CFRA entitlement. If it is not possible to provide that number at the time of the designation notice, notification shall be provided of the amount of leave counted against the employee's entitlement upon request by the employee and at least once in every 30-day period if leave was taken in that period. (29 CFR 825.300)

If the district requires paid leave to be used during an otherwise unpaid family care and medical leave, the notice shall so specify. If the district requires an employee to present a release to return to work certification that addresses the employee's ability to perform the essential functions of the job, the notice shall also specify that requirement. (2 CCR 11091, 11097; 29 CFR 825.300)

Any time the information provided in the designation notice changes, the Superintendent or designee shall, within five business days, provide the employee with written notice referencing the prior notice and describing any changes to the notice. (29 CFR 825.300)

Records

The Superintendent or designee shall maintain records pertaining to an individual employee's use of family care and medical leave in accordance with law. (Government Code 12946; 29 USC 2616; 42 USC 2000ff-1; 29 CFR 825.500)

Legal Reference:

EDUCATION CODE

44965 *Granting of leaves of absence for pregnancy and childbirth*

FAMILY CODE

297-297.5 *Rights, protections, and benefits under law; registered domestic partners*

300 *Validity of marriage*

GOVERNMENT CODE

12926 *Fair employment and housing act, definitions*

12940 *Unlawful employment practices*

12945 *Pregnancy; childbirth or related medical condition; unlawful practice*

12945.1-12945.2 *California Family Rights Act*

12945.6 Parental leave

12946 *Fair Employment and Housing Act: discrimination prohibited*

CODE OF REGULATIONS, TITLE 2

11035-11051 *Sex discrimination: pregnancy, childbirth and related medical conditions*

11087-11098 *California Family Rights Act*

UNITED STATES CODE, TITLE 1

7 *Definition of marriage*

UNITED STATES CODE, TITLE 29

2601-2654 *Family and Medical Leave Act of 1993, as amended*

UNITED STATES CODE, TITLE 42

2000ff-1-2000ff-11 *Genetic Information Nondiscrimination Act of 2008*

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.800 *Family and Medical Leave Act of 1993*

COURT DECISIONS

United States v. Windsor, (2013) 699 F.3d 169

Faust v. California Portland Cement Company, (2007) 150 Cal.App.4th 864

Tellis v. Alaska Airlines, (9th Cir., 2005) 414 F.3d 1045

Management Resources:

FEDERAL REGISTER

The Family and Medical Leave Act; Final Rule; February 6, 2013. Vol. 78, No. 25, pages 8903-8947

U.S. DEPARTMENT OF LABOR PUBLICATIONS

Military Family Leave Provisions of the FMLA Frequently Asked Questions and Answers

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Labor, FMLA: <http://www.dol.gov/whd/fmla>

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Administrative Regulation

Classified Personnel

AR 4261.1(a)

PERSONAL ILLNESS/INJURY LEAVE

Classified employees employed five days a week are entitled to 12 days' leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee whose work hours are so few as to entitle him/her to less than 24 hours of paid sick leave per fiscal year shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Use of Sick Leave

A classified employee may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties (Education Code 45199)
2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical or dental appointments, in increments of not less than one hour

5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

- 6. Need of an employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 45196.1; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)**

- 6. 7.** Need of the employee or his/her family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)

7. 8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items ~~#6-7~~ **7-8**, an employee may use, in any calendar year, the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement. (Labor Code 233)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if he/she accepts employment in another district, county office of education, or community college district within one year of the termination of employment, he/she shall be entitled to request that the district transfer his/her accumulated sick leave to his/her new employer. (Education Code 45202)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a ~~newly hired~~ classified employee who is a ~~military veteran with~~ **former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component** ~~a military service-connected disability rated at 30 percent or higher by the U.S. Department of Veterans Affairs~~ shall be entitled to sick leave with pay of up to 12 days for the purpose of undergoing medical treatment, **including mental health treatment**, for ~~his/her~~ **a** military service-connected disability **rated at 30 percent or higher by the U.S. Department of Veterans Affairs**. An eligible employee ~~employed~~ **who works** less than five days per week shall be entitled to such leave in proportion to the time he/she works. (Education Code 45191.5)

The amount of leave shall be credited to the employee **either** on the **first day of employment** ~~and shall remain available for the following 12 months of employment. Leave not used during the 12 month period shall not be carried over and shall be forfeited.~~ **date the employee receives confirmation of the submission of his/her disability application to the**

U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives his/her disability rating decision, he/she shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 12-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 45191.5)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall remain be available for the following 12 months of employment following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of his/her need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

A classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

Differential Pay for Parental Leave

During each school year, **any** classified employee **who has exhausted** **may use** all available sick leave, including accumulated sick leave, **and continues to be absent on account of parental leave (baby bonding) pursuant to Government Code 12945.2 shall receive differential pay for the purpose of parental leave for a period** up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. **(Education Code 45196.1)**

Eligibility for ~~parental leave pursuant to Education Code 45196.1~~ **such leave** shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 45196.1)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay for the remainder of the 12 work weeks. (Education Code 45196.1)

Such ~~p~~Parental leave taken pursuant to Education Code 45196.1 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 45196.1; Government Code 12945.2, 12945.6)

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to resume his/her duties after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes able to resume the duties of his/her position, he/she shall be offered reemployment in the first vacancy in the classification of his/her previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to his/her seniority. (Education Code 45195)

Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to work and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Short-Term and Substitute Employees

Except for a retired annuitant who is not reinstated to the retirement system, any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Accrued sick days shall be paid out in the pay period during which the leave is earned or on the next regular pay period following.

Any short-term employee may begin to use accrued paid sick days on the 90th day of his/her employment, after which he/she may use the sick days as they are accrued. (Labor Code 246)

A short-term employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. His/her own need or the need of a family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

Healthy Workplaces, Healthy Families Act Requirements

No employee, including a short-term employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45191.5 Leave for military service connected disability

45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

45196.1 Differential pay during parental leave up to 12 weeks after sick leave is exhausted

45202 Transfer of accumulated sick leave and other benefits

GOVERNMENT CODE

12945.1-12945.2 California Family Rights Act

12945.6 Parental leave

LABOR CODE

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off

230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off

233 Illness of child, parent, spouse or domestic partner

245-249 Healthy Workplaces, Healthy Families Act of 2014

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended

UNITED STATES CODE, TITLE 42

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.800 Family and Medical Leave Act of 1993

1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th 510

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 111 (1970)

(3/16 3/17) 3/18

Board Policy

Students

BP 5022(a)

STUDENT AND FAMILY PRIVACY RIGHTS

The Governing Board respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. ~~The Superintendent or designee shall develop regulations to ensure compliance with law when the district requests, retains, discloses, or otherwise uses the personal information of its students and their families.~~

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5021 - Noncustodial Parents)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 6162.8 - Research)

~~Requirements regarding the collection of personal information for marketing or sale shall not apply to the collection, disclosure, or use of personal information collected from students~~
The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

5. The sale by students of products or services to raise funds for school-related or education-related activities

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

6. Student recognition programs

(cf. 5126 - Awards for Achievement)

The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)

1. ~~Whether the district may collect personal information of students for marketing or sale.~~ **Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose**
2. ~~How the district will administer~~ **Arrangements to protect student privacy in the administration of** surveys that may request information about the personal beliefs and practices of students and their families
3. The rights of parents/guardians to inspect **the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:**
 - a. Survey instruments requesting information about their personal beliefs and practices or those of their children
 - b. Instructional materials used as part of their children's educational curriculum
4. ~~Whether the district may administer any nonemergency invasive~~ **Any nonemergency physical examinations or screenings that the school may administer**
5. ~~Notifications that the district will provide to students and parents/guardians with respect to their privacy rights~~

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committee)

(cf. 1230 - School-Connected Organizations)

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in items #1-4 above. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

~~The Superintendent or designee shall consult with parents/guardians regarding the development of the procedures. (20 USC 1232h)~~

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

49076.7 Privacy of student records; social security numbers

49450-49458 Physical examinations

49602 Confidentiality of personal information received during counseling

51101 Parents Rights Act of 2002

51513 Test, questionnaire, survey, or examination concerning personal beliefs

51514 Nonremoval of survey questions pertaining to sexual orientation or gender identity

51938 Sexual Health and HIV/AIDS Prevention Education Act; notice and parental excuse

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of pupil rights

Management Resources:

WEB SITES

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

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

U.S. Department of Education, Family Policy Compliance Office: <http://www.ed.gov/offices/OM/fpco>

(11/02 3/11) 3/18

Administrative Regulation

Students

AR 5022(a)

STUDENT AND FAMILY PRIVACY RIGHTS

Collection of Personal Information for Marketing or Sale

[SECTION MOVED TO BP]

Surveys Requesting Information about Beliefs and Practices

A student's parent/guardian, **or a student who is an adult or emancipated minor**, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following: (Education Code 51513; 20 USC 1232h)

1. Political affiliations or beliefs of the student or his/her parent/guardian
2. Mental or psychological problems of the student or his/her family
3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the student has close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
7. Religious practices, affiliations, or beliefs of the student or his/her parent/guardian
8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5148 - Child Care and Development)

If a student participates in **such** a survey requesting information about **personal** beliefs and practices ~~as identified above~~, school officials and staff members shall not request or disclose the student's identity.

(cf. 6162.8 - Research)

Notwithstanding the above requirements **for prior written consent**, the district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys

about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. (Education Code 51938)

If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions. (Education Code 51514)

Parent/Guardian Access to Surveys and Instructional Materials

The parent/guardian of any district student, upon his/her request, shall have the right to inspect: (Education Code 51938; 20 USC 1232h)

1. A survey or other instrument to be administered or distributed to his/her child that either collects personal information for marketing or sale or requests information about beliefs and practices
2. Any instructional material to be used as part of his/her child's educational curriculum

(cf. 5020 - Parent Rights and Responsibilities)

Within a reasonable period of time after receiving a parent/guardian's request, the principal or designee shall permit the parent/guardian to view the survey or other document he/she requested. A parent/guardian may view the document any time during normal business hours.

(cf. 1340 - Access to District Records)

No student shall be subject to penalty for his/her parent/guardian's exercise of any of the rights stated above.

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to his/her parent/guardian, **unless an applicable state law authorizes the student to provide consent without parent/guardian notification.** (20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening. (20 USC 1232h)

(cf. 5131.61 - Drug Testing)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.3 - Health Examinations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy
2. The process to opt their children out of participation in any activity described in this ~~policy and~~ administrative regulation **and the accompanying Board policy**
3. The specific or approximate dates during the school year when the following activities are scheduled:
 - a. Survey requesting personal information
 - b. Physical examinations or screenings
 - c. Collection of personal information from students for marketing or sale

Prior to administering any anonymous and voluntary survey regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with written notice that the survey is to be administered. (Education Code 51938)

Parents/guardians shall also be notified of any substantive change to this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

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Board Policy

Students

BP 5145.6(a)

PARENTAL NOTIFICATIONS

The Governing Board ~~recognizes that notifications are essential to~~ **desires to promote effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians.** The Superintendent or designee shall send ~~students and parents/guardians~~ **and students** all notifications required by law, ~~including notifications about their legal rights,~~ and any other notifications he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6020 - Parent Involvement)

~~The notice required pursuant to~~ **Notice of the rights and responsibilities of parents/guardians as specified in** Education Code 48980 shall be sent at the beginning of each academic year and may be provided ~~either~~ by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used ~~to communicate with parents/guardians in writing by the district for written communication with parents/guardians.~~ (Education Code 48981, 48982)

~~If any activity specified in Education Code 48980 will be undertaken by any school during the forthcoming school term, the notice shall state that fact and the approximate date on which any such activity will occur.~~ No ~~such~~ activity **specified in Education Code 48980** shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. **Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur.** (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

Whenever a student enrolls in a district school during the school year, his/her parents/guardians shall be given all required parental notifications at that time. Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

~~Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law.~~ **Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to**

Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. (Education Code 48981, 48985; 20 USC 6311, 6312)

Whenever an employee learns that a student's parent/guardian is, **for any reason**, unable to understand the district's printed notifications **for any reason**, **he/she shall inform** the principal or designee, **who** shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

234.7 Student protections relating to immigration and citizenship status

262.3 Appeals for discrimination complaints; information regarding availability of civil remedies

310 Language acquisition programs

313 Reclassification of English learners, parental consultation

313.2 Long-term English learner, notification

440 English language proficiency assessment; instruction in English language development

8483 Before/after school program; enrollment priorities

17288 Building standards for university campuses

17611.5-17612 Notification of pesticide use

32221.5 Insurance for athletic team members

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian

33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act

35160.5 Extracurricular and cocurricular activities

35178.4 Notice of accreditation status

35182.5 Advertising in the classroom

35183 School dress codes; uniforms

35186 Complaints concerning deficiencies in instructional materials and facilities

35211 Driver training; district insurance, parent/guardian liability

35256 School Accountability Report Card

35258 School Accountability Report Card

35291 Rules for student discipline

37616 Consultation regarding year-round schedule

39831.5 School bus rider rules and information

~~48412 Certificate of proficiency~~

44050 Employee codes of conduct, employee interactions with students

44808.5 Permission to leave school grounds

46010.1 Notice regarding excuse to obtain confidential medical services

46014 Regulations regarding absences for religious purposes

46600-46611 Interdistrict attendance agreements

48000 Minimum age of admission

48070.5 Promotion or retention of students

48204 Residency requirements

48205 Absence for personal reasons

48206.3 Students with temporary disabilities; individual instruction; definitions

48207-48208 Students with temporary disabilities in hospitals

48213 Prior notice of exclusion from attendance

48216 Immunization

48260.5 Notice regarding truancy

48262 Need for parent conference regarding truancy

48263 Referral to school attendance review board or probation department

48301 Interdistrict transfers

48350-48361 Open Enrollment Act

48354 Option to transfer from school identified under Open Enrollment Act
 48357 Status of application for transfer from school identified under Open Enrollment Act
 48412 Certificate of proficiency
 48432.3 Voluntary enrollment in continuation education
 48432.5 Involuntary transfers of students
 48850-48859 Education of foster youth and homeless students
 48853.5 Placement of foster youth
 48900.1 Parental attendance required after suspension
 48904 Liability of parent/guardian for willful student misconduct
 48904.3 Withholding grades, diplomas, or transcripts
 48906 Notification of release of student to peace officer
 48911 Notification in case of suspension
 48911.1 Assignment to supervised suspension classroom
 48912 Closed sessions; consideration of suspension
 48915.1 Expelled students; enrollment in another district
 48916 Readmission procedures
 48918 Rules governing expulsion procedures
 48929 Transfer of student convicted of violent felony or misdemeanor
 48980 Required notification at beginning of term
 48980.3 Notification of pesticide use
 48981 Time and means of notification
 48982 Parent signature acknowledging receipt of notice
 48983 Contents of notice
 48984 Activities prohibited unless notice given
 48985 Notices to parents in language other than English
 48987 Child abuse information
 49013 Use of uniform complaint procedures for complaints regarding student fees
 49063 Notification of parental rights
 49067 Student evaluation; student in danger of failing course
 49068 Transfer of permanent enrollment and scholarship record
 49069 Absolute right to access
 49070 Challenging content of student record
 49073 Release of directory information
 49073.6 Student records, social media
 49076 Access to student records
 49077 Access to information concerning a student in compliance with court order
 49403 Cooperation in control of communicable disease and immunization
 49423 Administration of prescribed medication for student
 49451 Physical examinations: parent's refusal to consent
 49452.5 Screening for scoliosis
 49452.7 Information on type 2 diabetes
 49452.8 Oral health assessment
 49456 Results of vision or hearing test
 49471-49472 Insurance
 EDUCATION CODE (continued)
 49475 Student athletes; concussions and head injuries
 49480 Continuing medication regimen for nonepisodic conditions
 49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
 49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account
 51225.1 Exemption from district graduation requirements
 51225.2 Course credits; foster youth, homeless youth, and former juvenile court school students and military-connected students
 51225.3 Graduation requirements; courses that satisfy college entrance criteria
 51229 Course of study for grades 7-12
 51513 Personal beliefs; privacy
 51938 HIV/AIDS and sexual health instruction
 52164 Language census
 52164.1 Census-taking methods; determination of primary language; assessment of language skills

52164.3 Reassessment of English learners; notification of results
 54444.2 Migrant education programs; parent involvement
 56301 Child-find system; policies regarding written notification rights
 56321 Special education: proposed assessment plan
 56321.5-56321.6 Notice of parent rights pertaining to special education
 56329 Written notice of right to findings; independent assessment
 56341.1 Development of individualized education program; right to audio record meeting
 56341.5 Individualized education program team meetings
 56343.5 Individualized education program meetings
 56521.1 Behavioral intervention
 58501 Alternative schools; notice required prior to establishment
 60615 Exemption from state assessment
 60641 California Assessment of Student Performance and Progress
 60850-60859 High school exit examination
 69432.9 Submission of grade point average to Cal Grant program
CIVIL CODE
 1798.29 District records, breach of security
HEALTH AND SAFETY CODE
 1596.857 Right to enter child care facility
 104420 Tobacco use prevention
 104855 Availability of topical fluoride treatment
 116277 Lead testing of school drinking water
 120365-120375 Immunizations
 120440 Sharing immunization information
 124100-124105 Health screening and immunizations
PENAL CODE
 626.81 Notice of permission granted to sex offender to volunteer on campus
 627.5 Hearing request following denial or revocation of registration
CODE OF REGULATIONS, TITLE 5
 852 Exemptions from state assessments
 863 Reports of state assessment results
 3052 Behavioral intervention
 4917 Notification of sexual harassment policy
 4622 Notification of uniform complaint procedures
 4631 Uniform complaint procedures; notification of decision and right to appeal
 4702 Student transfer from school identified under Open Enrollment Act
 4917 Notification of sexual harassment policy
 11303 Reclassification of English learners
 11511.5 English language proficiency assessment; test results
 11523 Notice of proficiency examinations
 18066 Child care policies regarding excused and unexcused absences
 18094-18095 Notice of Action; child care services
 18114 Notice of delinquent fees; child care services
 18118-18119 Notice of Action; child care services
CODE OF REGULATIONS, TITLE 17
 2951 Hearing tests
 6040 Time period to obtain needed immunizations
UNITED STATES CODE, TITLE 20
 1232g Family Educational and Privacy Rights Act
 1232h Privacy rights
 1415 Procedural safeguards
 6311 State plan
 6312 Local educational agency plans
 6316 6318 Parent and family engagement
 7908 Armed forces recruiter access to students
UNITED STATES CODE, TITLE 42
 1758 Child nutrition programs
 11431-11435 McKinney-Vento Homeless Assistance Act
CODE OF FEDERAL REGULATIONS, TITLE 7

245.5 Eligibility criteria for free and reduced-price meals
245.6a Verification of eligibility for free and reduced-price meals
CODE OF FEDERAL REGULATIONS, TITLE 34
99.7 Student records, annual notification
99.30 Disclosure of personally identifiable information
99.34 Student records, disclosure to other educational agencies
99.37 Disclosure of directory information
104.32 District responsibility to provide free appropriate public education
104.36 Procedural safeguards
104.8 Nondiscrimination
106.9 Dissemination of policy, nondiscrimination on basis of sex
200.648 Teacher qualifications
300.300 Parent consent for special education evaluation
300.322 Parent participation in IEP team meetings
300.502 Independent educational evaluation of student with disability
300.503 Prior written notice regarding identification, evaluation, or placement of student with disability
CODE OF FEDERAL REGULATIONS, TITLE 34 (continued)
300.504 Procedural safeguards notice for students with disabilities
300.508 Due process complaint
300.530 Discipline procedures
CODE OF FEDERAL REGULATIONS, TITLE 40
763.84 Asbestos inspections, response actions and post-response actions
763.93 Asbestos management plans

Management Resources:

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

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Exhibit

Students

E 5145.6(a)

PARENTAL NOTIFICATIONS

Cautionary Notice: Government Code 17581.5 ~~relieves~~ **releases** districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of ~~2016 (SB 826, Ch. 23, Statutes of 2016)~~ **2017 (AB 97, Ch. 14, Statutes of 2017)** extends the suspension of these requirements through the ~~2016-17~~ **2017-18** fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6174 6142.2 AR 6142.2 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually (continued)			
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year	Education Code	BP 5116.2	District policy authorizing

year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	48929, 48980		transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917	AR 5145.7	Copy of sexual harassment policy as related to students
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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I. Annually (continued)

Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance

Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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I. Annually (continued)

Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment

Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.61 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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II. At Specific Times During the Student's Academic Career

Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6174 6142.2 AR 6142.2 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR 5142.1	Fingerprinting program
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	AR 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria

Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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II. At Specific Times During the Student's Academic Career (continued)

Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
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When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2 , 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner , description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program.
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment
Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
Annually to parents/guardians of student athletes before participation in competition	Education Code 33479.3	AR 6145.2	Information on sudden cardiac arrest
If school has lost its WASC accreditation status	Education Code 35178.4	BP 6190	Loss of status, potential consequences
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
Before early entry to kindergarten, if offered	Education Code 48000	AR 5111	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2 BP 5141.33	Student has been excluded from school
Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified as truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When a school is identified on the state's Open Enrollment List	Education Code 48354; 5 CCR 4702	AR 5118	Student's option to transfer to another school
Within 60 days of receiving application for transfer out of open enrollment school	Education Code 48357; 5 CCR 4702	AR 5118	Whether student's transfer application is accepted or rejected; reasons for rejection
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
To person holding educational rights, w Within 30 days of foster youth, homeless youth, or former juvenile court school student, or child of military family being transferred between high schools	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. When Special Circumstances Occur (continued)			
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered

Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to enter facility
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures

When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school
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When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: excused and unexcused absences

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

Within 30 days of application for subsidized child care or preschool services	5 CCR 18094, 18118	AR 5148 AR 5148.3	Approval or denial of services
Upon recertification or update of application for child care or preschool services	5 CCR 18095, 18119	AR 5148 AR 5148.3	Any change in service, such as in fees, amount of service, termination of service

Upon child's enrollment in child care program	5 CCR 18114	AR 5148	Policy on fee collection
When payment of child care fees is seven days late	5 CCR 18114	AR 5148	Notice of delinquent fees
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6316 6318	AR 6020	Notice of policy
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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III. When Special Circumstances Occur (continued)

When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6,	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice,
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	56329; 20 USC 1415(d); 34 CFR 300.502, 300.503		procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
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IV. Special Education Notices (continued)

Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards

V. Classroom Notices

In each classroom in each school	Education Code 35186	AR 1312.4 E 1312.4	Complaints re: sufficiency of instructional materials, teacher vacancy or misassignment, maintenance of facilities
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Board Policy

Instruction

BP 6162.5(a)

STUDENT ASSESSMENT

Note: The following **optional** policy may be revised to reflect district practice. **For information about required state assessments administered as part of the California Assessment of Student Performance and Progress (CAASPP), see BP/AR 6162.51 - State Academic Achievement Tests.**

~~The following paragraph addresses potential uses of student assessment data. Pursuant to Education Code 52060, as added by AB 97 (Ch. 47, Statutes of 2013), applicable statewide student assessments must be used as one of the measures of the district's annual goals for student achievement included in its local control accountability.~~

The Governing Board recognizes that student assessments are an important instructional and accountability tool. **To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.**

(cf. 6162.51 - State Academic Achievement Tests)

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

~~*(cf. 6162.52 - High School Exit Examination)*~~

(cf. 6190 - Evaluation of the Instructional Program)

In selecting or developing any district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and ~~the~~ test publisher's directions, and that test administration procedures are fair and equitable for all students.

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

(cf. 6162.54 - Test Integrity/Test Preparation)

To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

(cf. 3553 - Free and Reduced Price Meals)

In selecting or developing any district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student performance and the instructional program.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

(cf. 0510 - School Accountability Report Card)

Interim and Formative Assessments

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6152 - Class Assignment)

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

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

Individual Record of Accomplishment

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests **required and administered as part of the California Assessment of Student Performance and Progress, or any predecessor assessments**, pursuant to Education Code 60640-60649 ~~or any predecessor assessments~~
2. The results of any end-of-course examinations taken
3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

313 Assessment of English language development

10600-10610 California Education Information System

44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)

49558 Free and reduced-price meals; use of individual applications and records

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

52052 **Accountability Academic Performance Index**; numerically significant student subgroups

52060-52077 Local control and accountability plan

60600-60649 Assessment of academic achievement, especially:

60640-60649 California Assessment of Student Performance and Progress

60800 Physical fitness testing

60810-60812 Assessment of English language development

~~60850-60859 High school exit examination~~

60900 California Longitudinal Pupil Achievement Data System

CODE OF REGULATIONS, TITLE 5

850-864 California Assessment of Student Performance and Progress

~~1200-1225 High School Exit Examination~~

UNITED STATES CODE, TITLE 20

9622 National Assessment of Educational Progress

Management Resources:

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Key Elements of Testing, May 2004~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Teachers' Use of Student Data Systems to Improve Instruction, 2007~~

WEB SITES

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

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education: <http://www.ed.gov>

Board Policy

Instruction

BP 6171(a)

TITLE I PROGRAMS

~~In order to improve the academic achievement of students from economically disadvantaged families, the district shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments. The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.~~

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

~~*(cf. 6162.52 - High School Exit Examination)*~~

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs. (20 USC 6314, 6321)

~~The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)~~

~~*(cf. 0420 - School Plans/Site Councils)*~~

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

(cf. 0420 - School Plans/Site Councils)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

~~The Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities. (20 USC 6312)~~

~~*(cf. 0420 - School Plans/Site Councils)*~~

In addition, tThe district and each school receiving Title I funds shall develop a written **parent involvement parent/guardian and family engagement** policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

~~The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low achieving students meet challenging academic standards.~~

~~The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.~~

Comparability of Services

~~State and local funds used i~~In schools receiving Title I funds, **state and local funds** shall **be used to** provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

To demonstrate comparability of services among district schools, **the district shall:**

1. ~~The Board shall a~~**A**dopt and implement a districtwide salary schedule.
2. **Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:**
 2. a. The ratio of students to ~~teachers, administrators, and other staff~~ **instructional staff** at each Title I school **within a grade span, which** shall not exceed 110 percent of the average ratio ~~across for all~~ non-Title I **district** schools **within that grade span**
 3. ~~b.~~ Salary expenditures **for instructional staff** at each Title I school, **which** shall be no less than 90 percent of the average salary expenditure across non-Title I **district** schools.
4. ~~All district schools shall be provided with the same level of base funding per student for curriculum and instructional materials.~~
3. **Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average.**

4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

~~5. The Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.~~

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to **disabled** students **with disabilities**, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

~~At the beginning of each school year, t~~**The Superintendent or designee shall annually assess measure** comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Participation of Private School Students

~~The district The Superintendent or designee shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for with participating public school students. (20 USC 6320, 7881)~~

Program Evaluation

Note: ~~20 USC 6316 contains requirements for schools receiving Title I funds that fail to make "adequate yearly progress" for two or more consecutive school years; see BP/AR 0520.2 - Title I Program~~
~~The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)~~

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

(cf. 0500 - Accountability)

(cf. 0520.2 *Title I Program Improvement Schools*)
(cf. 0520.3 *Title I Program Improvement Districts*)
(cf. 6190 - *Evaluation of the Instructional Program*)

Legal Reference:

EDUCATION CODE

11503 *Parent involvement programs in Title I schools*
52055.57 *Districts identified or at risk of identification for program improvement*
52060-52077 *Local control and accountability plan*
54420-54425 *State Compensatory Education*
64001 *Single plan for student achievement, consolidated application programs*
UNITED STATES CODE, TITLE 20
6301 *Program purpose*
6311-6322 *Improving basic programs for disadvantaged students, including:*
6312 *Local educational agency plan*
6313 *Eligibility of schools and school attendance areas; funding allocation*
6314 *Title I schoolwide programs*
6315 *Targeted assistance schools*
6316 *School improvement*
6318 *Parent involvement and family engagement*
6320 *Participation of private school students*
6321 *Comparability of services*
6333-6335 *Grants to local educational agencies*
6391-6399 *Education for migrant students*
7881 *Participation of private school students*
CODE OF FEDERAL REGULATIONS, TITLE 34
200.1-200.79 **200.73** *Improving basic programs for disadvantaged students*

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

LEA Plan, rev. May 17, 2006

Frequently Asked Questions About Title I Schoolwide Programs

Local Control and Accountability Plan Federal Addendum Template

Meeting Title I, Part A Comparability Requirements, October 2017

Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005

U.S. DEPARTMENT OF EDUCATION GUIDANCE PUBLICATIONS

Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016

Title I Fiscal Issues, Non-Regulatory Guidance, May 26, 2006 February 2008

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Supplemental Educational Services, June 13, 2005

The Impact of the New Title I Requirements on Charter Schools, July 2004

Parental Involvement: Title I, Part A, April 23, 2004

Serving Preschool Children Under Title I, March 4, 2004

Title I Services to Eligible Private School Students, October 17, 2003

Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003

WEB SITES

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

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

<https://www.cde.ca.gov/sp/sw>

No Child Left Behind: <http://www.ed.gov/nclb>

U.S. Department of Education: <http://www.ed.gov>

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Administrative Regulation

Instruction

AR 6171(a)

TITLE I PROGRAMS

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families.

~~The Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.~~ (20 USC 6312, 6314; 34 CFR 200.25)

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6312, 6314)

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school. (20 USC 6314)

(cf. 0400 - Comprehensive Plans)

(cf. 6020 - Parent Involvement)

~~Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and~~ **The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required by** ~~for~~ other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

~~A schoolwide program shall include:~~ **The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will:** (20 USC 6314)

- ~~1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards~~

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6175 - Migrant Education Program)

2. Schoolwide reform strategies that:

- a. 1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet the state's proficient and advanced levels of achievement state academic standards**

(cf. 6011 - Academic Standards)

- b. 2. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and include strategies for meeting the educational needs of historically underserved populations**

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6177 - Summer School Learning Programs)

- e. 3. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement academic standards, through activities which may include the following: who are members of the target population of any program that is part of the schoolwide program**

Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

d. Address how the school will determine if student needs have been met

e. Are consistent with and designed to implement state and local improvement plans, if any

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

- a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

- b. Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school**

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

(cf. 6178 - Career Technical Education)

- c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act**

- d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects**

~~3. High quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards~~

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~4. Strategies to attract high quality, highly qualified teachers to high-need schools~~

~~5. Strategies to increase parent involvement~~

(cf. 5020 - Parent Rights and Responsibilities)

- 6. e. Plans Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs**

(cf. 5148.3 - Preschool/Early Childhood Education)

~~7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program~~

~~8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance~~

~~(cf. 6179 Supplemental Instruction)~~

~~9. Coordination and integration of federal, state, and local services and programs~~

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to: **eligible students who are failing, or most at risk of failing, to meet state academic standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district and supplemented by the school. (20 USC 6315)**

- ~~1. Students in grades 3-12 identified by the school as failing, or most at risk of failing, to meet the state's academic achievement standards on the basis of criteria established by the district and supplemented by the school~~
- ~~2. Students in preschool through grade 2 selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures~~

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

A Any targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic achievement standards, **which may include programs, activities, and academic courses necessary to provide a well-rounded education expected for all students**
- ~~2. Ensure that program planning is incorporated into existing school planning~~
- 3. 2. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I through activities which may include:**

- a. Expanded learning time, before- and after-school programs, and summer programs and opportunities
 - b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act
- 4. 3. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
- 5. ~~Provide instruction by highly qualified teachers~~
- 6. 4. Provide ~~opportunities for~~ professional development ~~to for~~ teachers, principals, ~~other school leaders,~~ paraprofessionals, and, if appropriate, ~~student services personnel~~ **specialized instructional support personnel**, ~~other staff, and parents/guardians and other school personnel~~ who work with ~~participating eligible~~ students in Title I programs or in the regular education program. The professional development shall be provided using funds from Title I and, to the extent practicable, other sources.
- 7. 5. ~~Provide~~ **Implement** strategies to increase ~~parent~~ **the** involvement ~~of~~ **parents/guardians of participating students**
- 8. 6. **If appropriate and applicable, c**~~Coordinate~~ and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311
- 7. Provide assurances to the Superintendent or designee that the program will:
 - a. Help provide an accelerated, high-quality curriculum
 - b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds
 - c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards

Participation of Private School Students

~~The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students. (20 USC 6320, 7881)~~

Teachers, ~~other educational personnel~~, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in ~~parent involvement~~ **parent/guardian and family engagement** activities and professional development pursuant to 20 USC 6318 ~~and 6319~~. (20 USC 6320, 7881)

Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, **and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.**

The Superintendent or designee shall consult, ~~in a meaningful and timely manner~~, with appropriate private school officials, **in a meaningful and timely manner**, during the design and development of the district's Title I programs, **with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students.** Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include ~~a discussion of~~ **consultation on issues such as the following:** (20 USC 6320, 7881; 34 CFR ~~200.63~~ **200.56**)

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to **eligible** private school students, ~~and the proportion of funds that is to be~~ allocated for such services, **and how that proportion of funds is determined**
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of services **s** to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor
- 9. Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor**

10. Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis

11. When services will be provided, including the approximate time of day

12. Whether to consolidate and use funds provided under Title I with other funds available for services to private school students

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The Superintendent or designee district shall maintain, and shall provide to the California Department of Education upon request CDE, a written affirmation signed by officials of each participating private school that consultation has occurred. The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the district shall send documentation to the CDE demonstrating that the consultation has, or attempts at such consultation have, taken place. (20 USC 6320)

If the private school officials do not provide such affirmation within a reasonable period of time, the Superintendent or designee shall maintain records of the consultation or the offer of consultation.

(cf. 3580 - District Records)

The Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. The district's program met the needs of the private school teachers and/or private school students.
4. The district made efforts to resolve any complaints made by private school representatives.

Note: The following optional paragraph may be revised to reflect district practice.

The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.

Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0410(a)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunity for all individuals in **education-district programs and activities**. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, **immigration status**, ethnic group identification, **ethnicity**, age, religion, marital **status**, pregnancy, ~~or~~ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, **gender or** expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

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

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

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

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

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. 3540 - Transportation)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.13 - Response to Immigration Enforcement)

District programs and activities shall **also** be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

~~Annually,~~ The Superintendent or designee shall **annually** review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in **each the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in** announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed **by the district.** ~~to these groups and, as applicable, to the public. As appropriate, such~~ The notification shall **also** be posted on the district's web site and, ~~when available, district-supported social media and shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate and shall be posted on the district's web site and, when available, district-supported social media.~~

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations.

When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - *Animals at School*)
(cf. 7110 - *Facilities Master Plan*)
(cf. 7111 - *Evaluating Existing Buildings*)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - *Parent Involvement*)
(cf. 9320 - *Meetings and Notices*)
(cf. 9322 - *Agenda/Meeting Materials*)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent
745 10th Street
Colusa, CA 95932

530.458.7791

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

48980 Parental notifications

48985 *Notices to parents in language other than English*

51007 *Legislative intent: state policy*

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 *Definitions*

11135 *Nondiscrimination in programs or activities funded by state*

~~11138 Rules and regulations~~

12900-12996 *Fair Employment and Housing Act*

54953.2 *Brown Act compliance with Americans with Disabilities Act*

PENAL CODE

422.55 *Definition of hate crime*

422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

4600-~~4687~~ **4670** *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities in Education Act*

1681-1688 *Discrimination based on sex or blindness, Title IX*

2301-2415 *Carl D. Perkins Vocational and Applied Technology Act*

6311 *State plans*

6312 Local education agency plans
UNITED STATES CODE, TITLE 29
 794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
 2000d-2000d-7 Title VI, Civil Rights Act of 1964
 2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
 2000h-2000h-6 Title IX
 12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.101-35.190 Americans with Disabilities Act
 36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
 100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
 104.1-104.39 Section 504 of the Rehabilitation Act of 1973
 106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
 106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

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

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Notice of Non-Discrimination, January 1999

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

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

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Exhibit

Philosophy, Goals, Objectives, and Comprehensive Plans

E 0420.41(a)

CHARTER SCHOOL OVERSIGHT

REQUIREMENTS FOR CHARTER SCHOOLS

Charter schools shall be subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements that are expressly applicable to charter schools, including, but not limited to, requirements that each charter school:

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
2. Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
3. Not charge tuition (Education Code 47605)
4. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
5. Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
7. Serve students with disabilities in the same manner as such students are served in other **public-district** schools (Education Code 47646, 56145)
8. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's **or parent/guardian's** place of residence, ~~or that of his/her parents/guardians,~~ within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admission

preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area. (Education Code 47605.3)

- b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, ~~except for existing students of the charter school,~~ shall be determined by a public random drawing, ~~Preference shall be~~ **with preference** extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)
 - c. Other admission preferences may be permitted by the **Governing Board of the chartering** district on an individual school basis consistent with law. (Education Code 47605)
9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)
10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)
11. If the school offers a kindergarten program: (Education Code 48000)
 - a. Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2
 - b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000 by August 1, 2020
12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)
13. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)
14. Not hire any person who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check (Education Code 44830.1, 45122.1, 45125.1)
15. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)

16. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)
17. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)
18. If the school serves students in grades 7-12, adopt a policy on suicide prevention, intervention, and postvention with specified components (Education Code 215)
19. If the school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy with specified components (Education Code 51224.7)
20. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools (Education Code 47605, 47612.5, 60605, ~~60850-60859~~)
21. ~~Until July 31, 2018, g~~Grant a high school diploma to any student who completed grade 12 in the 2003-04 ~~school year or a subsequent~~ **through 2014-15** school year and ~~who has~~ met all applicable graduation requirements other than the passage of the high school exit examination (Education Code ~~60851.6~~ **51413**)
22. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 47612.5)
23. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)
24. Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)
25. If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)
26. If the school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to do so. (Education Code 33479-33479.5, 49475)

27. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)
- 28. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school (Education Code 47605)**
- ~~28.~~ 29. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)
- 30. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7**
31. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law (Education Code 49076.7)
- ~~29.~~ 32. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
- ~~30.~~ 33. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)
- ~~31.~~ 34. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)
- ~~32.~~ 35. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, **youth bus**, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus (Education Code 39831.3)

33- 36. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

- a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
- b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

34- 37. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222)

35- 38. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)

- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

36- 39. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist

40. If the school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals (Education Code 49431.9)

41. If the school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; ensure that a student with unpaid school meal fees is not shamed, treated differently, or served a meal that differs from other students; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal (Education Code 49557.5)

42. If the school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision (Education Code 49564)

37. 43. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

38. 44. Annually prepare and submit financial reports to the district Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:

- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
- b. By July 1 **each year**, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the local control and accountability plan template adopted by the State Board of Education. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5, 52064)

When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)

- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
- d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
- e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

- f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the State Controller and the California Department of Education. (Education Code 47605)
- 39. 45.** Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator (Education Code 221.61)
- 40. 46.** If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)
- 41. 47.** Annually adopt a school accountability report card (Education Code 47612; California Constitution, Article 16, Section 8.5)

In addition, charter schools shall comply with the state and federal constitutions, applicable federal laws, and state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963 and the conflict of interest laws in Government Code 1090-1099 and 87100-91014.

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Board Policy

Business and Noninstructional Operations

BP 3514(a)

ENVIRONMENTAL SAFETY

The Governing Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks **and . He/she shall establish a comprehensive plan develop strategies** to prevent and/or mitigate environmental hazards. **He/she shall consider based on a consideration of** the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff **and students, including the impact on student achievement and attendance.** ~~attendance, student attendance, and student achievement.~~

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

(cf. 3517 - Facilities Inspection)

(cf. 4157/4257/4357 - Employee Safety)

~~(cf. 5030 - Student Wellness)~~

(cf. 5142 - Safety)

(cf. 7111 - Evaluating Existing Buildings)

~~Strategies addressed in the district's plan shall include, but not necessarily be limited to, the following:~~ **Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.**

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

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

(cf. 5141.23 - Asthma Management)

(cf. 5141.7 - Sun Safety)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6163.2 - Animals at School)

(cf. 7150 - Site Selection and Development)

- ~~1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air~~

contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

(cf. 3513.3 Tobacco-Free Schools)

(cf. 5141.23 Asthma Management)

(cf. 6163.2 Animals at School)

(cf. 7150 Site Selection and Development)

Note: In order to determine when poor outdoor air quality necessitates limiting outdoor activities, as provided in **optional** item #2 below, districts may use local or online resources to obtain forecasts of air quality and ultraviolet radiation. See the accompanying administrative regulation, BP 5141.7 Sun Safety, and CSBA's policy brief on Sun Safety in Schools.

2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

(cf. 3516.5 Emergency Schedules)

(cf. 5141.7 Sun Safety)

(cf. 6142.7 Physical Education and Activity)

3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

(cf. 3540 Transportation)

(cf. 3541.1 Transportation for School-Related Trips)

(cf. 3542 School Bus Drivers)

Note: According to the EPA and the Centers for Disease Control and Prevention, exposure to lead, which may be particularly hazardous for young children, can occur through multiple means as described in **optional** item #4 below and in the accompanying administrative regulation.

4. Minimizing exposure to lead in paint, soil, and drinking water

Note: Education Code 49410.5 requires districts to comply with EPA guidelines for inspection and management of asbestos-containing materials, as provided in **optional** item #5 below and the accompanying administrative regulation. Naturally occurring asbestos may be found in rocks or soil and released into the air by routine human activities or weathering processes. According to the EPA, asbestos-containing materials and naturally occurring asbestos that are intact generally do not pose a health risk, but these materials may become hazardous if they are disturbed and thereby released into the air.

5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials

Note: 8 CCR 5194 requires that a written hazard communication program be developed and implemented by employers whose employees may have potential exposure to hazardous substances, as provided in **optional** item #6 below; see BP/AR 3514.1 Hazardous Substances for further information.

6. Ensuring the proper storage, use, and disposal of potentially hazardous substances

(cf. 3514.1 Hazardous Substances)

(cf. 6161.3 Toxic Art Supplies)

7. Ensuring the use of effective least toxic pest management practices

(cf. 3514.2 Integrated Pest Management)

8. Instituting a food safety program for the storage, preparation, delivery, and service of school meals in order to reduce the risk of foodborne illnesses

(cf. 3550 Food Service/Child Nutrition Program)

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, **water boards**, and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally **safe and healthy** at the schools.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

17002 Definition of "good repair"

17070.75 Facilities inspection

17582 Deferred maintenance fund

17590 Asbestos abatement fund

17608-~~17613~~ **17614** Healthy Schools Act of 2000, least toxic pest management practices

32080-32081 Carbon monoxide devices

32240-32245 Lead-Safe Schools Protection Act

48980.3 Notification of pesticides

49410-49410.7 Asbestos materials containment or removal

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000, least toxic pest management practices

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

HEALTH AND SAFETY CODE

105400-105430 Indoor environmental quality

113700-114437 California Retail Food Code, sanitation and safety requirements

116277 Lead testing of potable water at schools and requirements to remedy

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 8

337-339 Hazardous substances list
340-340.2 Occupational safety and health, rights of employees
1528-~~1533~~-1537 Construction safety orders; exposure to hazards
5139-5223 Control of hazardous substances
CODE OF REGULATIONS, TITLE 13
2025 Retrofitting of diesel school buses
2480 Vehicle idling
CODE OF REGULATIONS, TITLE 17
35001-36100 Lead abatement services
CODE OF REGULATIONS, TITLE 22
64670-64679 Lead and copper in drinking water
CODE OF REGULATIONS, TITLE 24
915.1-915.7 California Building Standards Code; carbon monoxide devices
UNITED STATES CODE, TITLE 7
136-136y Use of pesticides
UNITED STATES CODE, TITLE 15
2601-2629 Control of toxic substances
2641-2656 Asbestos Hazard Emergency Response Act
UNITED STATES CODE, TITLE 42
1758 Food safety and inspections
CODE OF FEDERAL REGULATIONS, TITLE 40
141.1-141.723 Drinking water standards
745.61-745.339 Lead-based paint standards
763.80-763.99 Asbestos-containing materials in schools
763.120-763.123 Asbestos worker protections

Management Resources:

CSBA PUBLICATIONS

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

Food Safety Requirements, Fact Sheet, October 2007

Sun Safety in Schools, Policy Brief, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Site Selection and Approval Guide, 2000

Indoor Air Quality, A Guide for Educators, 1995

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities, April 1998

CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY: AIR RESOURCES BOARD PUBLICATIONS

Facts about Truck and Bus Regulation School Bus Provisions, rev. March 22, 2011

CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATIONS

Frequently Asked Questions about Lead Testing of Drinking Water in California Schools; Updated for Assembly Bill 746/Health and Safety Code 116277, December 15, 2017

DIVISION OF THE STATE ARCHITECT PUBLICATIONS

K-12 Occupancy Classification and Load Factors, IR A-26, rev. April 18, 2012

U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS

A Citizen's Guide to Radon: The Guide to Protecting Yourself and Your Family from Radon, 2016

Healthy School Environments Assessment Tool, rev. 2015

Indoor Air Quality Tools for Schools, rev. 2007-2009

Healthy School Environments Assessment Tool, 2007

Mold Remediation in Schools and Commercial Buildings, September 2008

The ABCs of Asbestos in Schools, rev. August 2003

Mold Remediation in Schools and Commercial Buildings, March 2001

How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996

WEB SITES

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

AirNow: <http://www.airnow.gov>

American Association of School Administrators: <http://www.aasa.org>
California Air Resources Board: <http://www.arb.ca.gov>
California Building Standards: <http://www.bsc.ca.gov/codes.aspx>
California Department of Education, Health and Safety: <http://www.cde.ca.gov/ls/fa/hs>
California Department of Pesticide Regulation: <http://www.cdpr.ca.gov>
California Department of Public Health: <http://www.cdph.ca.gov>
California State Water Resources Control Board: <https://www.waterboards.ca.gov>
California Indoor Air Quality Program: <http://www.cal-iaq.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Consumer Product Safety Commission: <http://www.cpsc.gov>
National Center for Environmental Health: <http://www.cdc.gov/nceh>
Occupational Safety and Health Administration: <http://www.osha.gov>
U.S. Environmental Protection Agency: <http://www.epa.gov>

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Administrative Regulation

Business and Noninstructional Operations

AR 3514(a)

ENVIRONMENTAL SAFETY

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7150 - Site Selection and Development)

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.
3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.

4. Least toxic pest management practices shall be used to control and manage pests at school sites. **(Education Code 17608-17614; Food and Agriculture Code 13182)**

(cf. 3514.2 - Integrated Pest Management)

5. ~~In any new school construction, and in all existing schools when feasible, the~~ Superintendent or designee shall install a carbon monoxide detector **or alarm** in **all school buildings that contain a** ~~each school building that contains a fossil fuel-~~ burning **appliance, fireplace, or forced-air** furnace. The device **or alarm** shall be ~~placed~~ **located** in close proximity to the ~~furnace~~ **appliance** in order to accurately detect **and alert school personnel of** any leakage of carbon monoxide. **(24 CCR 915.1-915.7)**

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair ~~duties~~ **activities** that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.
8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

~~*(cf. 6161.3 - Toxic Art Supplies)*~~

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.
10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, **and/or** ultraviolet radiation levels, **and/or temperature and humidity**.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. **The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.**

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

(cf. 5142.2 - Safe Routes to School Program)

Any diesel-fueled, **dual-fueled, or alternative diesel-fueled** school bus with a gross vehicle weight rating over 14,000 pounds ~~manufactured on or after April 1, 1977~~ shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

The quality and safety of the district's drinking water sources shall be regularly assessed, **and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.**

Whenever ~~levels of arsenic, bacteria, or other~~ **any** contaminants in the drinking water are determined to be a concern, the Superintendent or designee **shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of safe drinking water** ~~may recommend basic filtration or pipe flushing when feasible. Until drinking water is assured to be safe~~ **As needed,** the Superintendent or designee ~~may explore~~ **shall provide** alternatives **sources of drinking water**, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. ~~As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.~~

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

~~Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.~~

~~Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented the Superintendent or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)~~

Lead Exposure

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

AR 3514(f)

ENVIRONMENTAL SAFETY (continued)

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
4. Soil with **high low** lead content may be covered with grass, other plantings, concrete, or asphalt. **For soil with high lead content, removal and abatement are required.**
5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; **asbestos management programs**; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
 - a. Any school building that is leased, acquired, or otherwise used by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)

- c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)
3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, **763.93**)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)
5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84) Asbestos inspection and abatement work, **preparation of a management plan**, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)
6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)
8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

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Board Policy

Business and Noninstructional Operations

BP 3514.1(a)

HAZARDOUS SUBSTANCES

The Governing Board desires to provide a safe school environment that protects students and employees from exposure to **any** potentially hazardous substances **that may be** used in the district's educational program and in the maintenance and operation of district facilities and equipment.

(cf. 3514 - Environmental Safety)

*(cf. 4119.42/4219.42/~~4219.42~~**4319.42** - Exposure Control Plan for Bloodborne Pathogens)*

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5141.22 - Infectious Diseases)

(cf. 5142 - Safety)

~~(cf. 6161.3 - Toxic Art Supplies)~~

Insofar as reasonably possible, the Superintendent or designee shall minimize the quantities of hazardous substances stored and used on school property. When hazardous substances must be used, the Superintendent or designee shall give preference to materials that cause the least risk to people and the environment.

(cf. 3510 - Green School Operations)

(cf. 3514.2 - Integrated Pest Management)

The Superintendent or designee shall ensure that all potentially hazardous substances on district properties are inventoried, used, stored, and regularly disposed of in a safe and legal manner.

The Superintendent or designee shall develop, implement, and maintain a written hazard communication program in accordance with 8 CCR 5194 and shall ensure that employees, students, and others as necessary are fully informed about the properties and potential hazards of substances to which they may be exposed.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall develop specific measures to ensure the safety of students and staff in school laboratories where hazardous chemicals are used. Such measures shall include the development and implementation of a chemical hygiene plan in accordance with 8 CCR 5191 and instruction to students about proper handling of hazardous substances.

(cf. 6142.93 - Science Instruction)

The Superintendent or designee shall not order or purchase for use in grades K-6 any arts and crafts materials containing a substance determined by the California Office of Environmental Health Hazard Assessment to be toxic. The Superintendent or designee shall not purchase any such toxic material for use in grades 7-12 unless it includes a warning label as specified in Education Code 32065 that identifies any toxic ingredients,

warns of potential adverse health effects, and describes procedures for safe use and storage. (Education Code 32064)

Legal Reference:

EDUCATION CODE

32060-32066 Toxic art supplies in schools

49340-49341 Hazardous substances education

49401.5 Legislative intent; consultation services

49411 Chemical listing; compounds used in school programs; determination of shelf life; disposal

FOOD AND AGRICULTURAL CODE

12981 Regulations re pesticides and worker safety

HEALTH AND SAFETY CODE

25163 Transportation of hazardous wastes; registration; exemptions; inspection

25500-25520 Hazardous materials release response plans; inventory

108100-108515 California Hazardous Substances Act

LABOR CODE

6360-6363 Hazardous Substances Information and Training Act

6380-6386 List of hazardous substances

CODE OF REGULATIONS, TITLE 8

339 List of hazardous substances

3203 Illness and injury prevention program

3204 Records of employee exposure to toxic or harmful substances

5139-5230 Control of hazardous substances, especially

5154.1-5154.2 Ventilation

5161 Definitions

5162 Emergency eyewash and shower equipment

5163 Control of spills

5164 Storage of hazardous substances

5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan

5194 Hazard communication

CODE OF REGULATIONS, TITLE 22

67450.40-67450.49 School hazardous waste collection, consolidation, and accumulation facilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Science Safety Handbook for California Public Schools, 2012

CALIFORNIA OFFICE OF ENVIRONMENTAL HEALTH HAZARD ASSESSMENT PUBLICATIONS

Art and Craft Materials in Schools: Guidelines for Purchasing and Safe Use, September 17, 2016

WEB SITES

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

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

California Office of Environmental Health Hazard Assessment: <http://www.oehha.ca.gov>

Department of Industrial Relations, Cal/OSHA: <http://www.dir.ca.gov/dosh>

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Board Policy

Business and Noninstructional Operations

BP 3516(a)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. **The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.**

The Superintendent or designee shall develop and maintain a disaster preparedness plan which ~~details provisions for handling emergencies and disasters~~ **contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. and which** ~~Such procedures shall be included in incorporated into the district's comprehensive school safety plan.~~ (Education Code 32282)

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

~~The Superintendent or designee shall also develop and maintain emergency plans for each school site.~~

In developing the ~~district and school emergency~~ **disaster preparedness** plans, the Superintendent or designee shall ~~collaborate with~~ **involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with city and county emergency responders, including local public health administrators, law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.**

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3513.3 - District Police/Security Department)

~~The Superintendent or designee~~ **The plan shall use** ~~comply with~~ state-approved Standardized Emergency Management System (SEMS) guidelines **established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.** ~~and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans~~

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services **they the district may** deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-**3109** Public employees as disaster service workers; **oath or affirmation**

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza: Governance and Policy Services Fact Sheet, April 2006

911! A Manual for Schools and the Media During a Campus Crisis, 2001

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Guide for Developing High-Quality School Emergency Operations Plans, 2013
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

Management Resources: (continued)

WEB SITES

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

American Red Cross: <http://www.redcross.org>

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

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

http://www2.ed.gov/admins/lead/safety/emergencyplan_crisisplanning.html

U.S. Department of Homeland Security: <http://www.dhs.gov>

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Administrative Regulation

Business and Noninstructional Operations

AR 3516(a)

EMERGENCIES AND DISASTER PREPAREDNESS PLAN

Components of the Plan

The Superintendent or designee shall ensure that district and/or school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake, flood, or other natural disasters

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards, such as leakages or spills of hazardous materials

(cf. 3514 - Environmental Safety)

(cf. 3514.2 - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131.4 - Student Disturbances)

5. Bomb threat or actual detonation

(cf. 3516.2 - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. 5141.22 - Infectious Diseases)

The Superintendent or designee shall ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment, and identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities

(cf. 3513.3 - District Police/Security Department)

(cf. 3515 - Campus Security)

(cf. 3517 - Facilities Inspection)

(cf. 3530 - Risk Management/Insurance)

2. Instruction ~~and practice~~ for **district staff and** students ~~and employees~~ regarding emergency plans, including:

- a. Training of staff in first aid and cardiopulmonary resuscitation
- b. Regular practice of emergency procedures by students and staff

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

- a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
- b. Individuals responsible for specific duties
- c. Designation of the principal for the overall control and supervision of activities at each school during **the an** emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
- d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
- e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

- a. Identification of areas of responsibility for **the** supervision of students
- b. Procedures for **the** evacuation of students and staff, including posting of evacuation routes
- c. Procedures for **the** release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. 5141 - Health Care and Emergencies)

(cf. 5142 - Safety)

- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

(cf. 3543 - Transportation Safety and Emergencies)

- e. Provision of a first aid kit to each classroom
- f. Arrangements for students and staff with special needs

(cf. 4032 - Reasonable Accommodation)

(cf. 6159 - Individualized Education Program)

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

- g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

(cf. 5113 - Absences and Excuses)

(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

- a. The impact on student learning and methods to ensure continuity of instruction
- b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 - Emergency Schedules)

6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:

- a. Identification of spokesperson(s)

(cf. 1112 - Media Relations)

- b. Development and testing of communication platforms, such as hotlines, telephone trees, ~~and~~ web sites, **social media, and electronic notifications**

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

- c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

- a. Development of guidelines for law enforcement involvement and intervention
- b. Collaboration with the local health department, including development of a tracking system to alert the local health department ~~to~~ **of** a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:

- a. Inspection of school facilities
- b. Provision of mental health services for students and staff, as needed

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall assemble key information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

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Administrative Regulation

Business and Noninstructional Operations

AR 3541(a)

TRANSPORTATION ROUTES AND SERVICES

Routes and Bus Stops

The Superintendent or designee shall design transportation routes and stops **within district boundaries that** to promote **the student safety**, ~~of students and~~ maximum efficiency in the use of buses, **and decreased traffic in and around the schools.**

(cf. 3510 - Green School Operations)

(cf. 3514 - Environmental Safety)

(cf. 3540 - Transportation)

Students shall be eligible for transportation service to and from school if the distance between their school-established bus stop and the school is beyond the minimum listed below:

1. For elementary school students:

Grades K-3: three-fourths mile
Grades 4-8: one mile
2. For students attending a three-year junior high school:

Grades 7-9: one mile
3. For students attending a four-year high school:

Grades 9-12: two miles

The Superintendent or designee may authorize transportation **within the walking distance below these limits** when safety problems or hazards exist.

(cf. 5142.2 - Safe Routes to School)

~~Students who attend a school outside their attendance area may be eligible for transportation services in accordance with Board policy.~~

~~*(cf. 5116.1 - Intradistrict Open Enrollment)*~~

~~*(cf. 5117 - Interdistrict attendance)*~~

The Superintendent or designee shall communicate in writing to parents/guardians regarding bus routes, schedules, and stops, ~~and/or shall~~ **He/she may also** arrange for local media to publish such information.

(cf. 1112 - Media Relations)

Transportation Services

With the Governing Board's authorization, transportation services may be provided or arranged by the district for:

1. Students traveling to and from school during the regular school day (Education Code 39800)
2. Field trips and excursions (Education Code 35330)

(cf. 3541.1 - Transportation for School-Related Trips)

3. School activities, expositions or fairs, or other activities determined to be for the benefit of students (Education Code 39860)
4. District employees, **and** parents/guardians, **and adult volunteers** traveling to and from educational activities authorized by the district (Education Code 39837.5)
5. Preschool or nursery school students (Education Code 39800)

(cf. 5148.3 - Preschool/Early Childhood Education)

6. Students traveling to full-time occupational classes provided by a **R**regional **O**ccupational **center or P**rogram **or Center** (Education Code 39807.5, 41850)

(cf. 6178.2 - Regional Occupation Center/Program)

7. Students traveling to and from their places of employment during the summer in connection with a summer employment program for youth (Education Code 39837)
8. Matriculated or enrolled adults traveling to and from school, or adults for educational purposes other than to and from school (Education Code 39801.5)

(cf. 6200 - Adult Education)

9. Private school students, **upon the same terms**, in the same manner, **and** on the same routes provided for district students (Education Code 39808)
10. Nonschool purposes as allowed by law, such as:
 - a. Community recreation (Education Code 39835)
 - b. Public transportation (Education Code 39841)
 - c. Transportation of government employees to and from their places of employment (Education Code 39840)

Students who attend a school outside of their school attendance area or district boundaries may be eligible for transportation services in accordance with Board district policy.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

The district shall provide home-to-school transportation and additional transportation services as needed for students with disabilities as specified in their individualized education programs **or Section 504 plan**. (Education Code 41850; 20 USC 1400-1482; 34 CFR 104.4, **300.17, 300.34**)

(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall provide transportation to homeless **children students** in accordance with law, Board policy, and administrative regulation. **When the student resides outside of district boundaries, the Superintendent or designee shall consult with the superintendent of the district of residence to apportion the responsibility and costs of transportation. (42 USC 11432)**

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall collaborate with the local child welfare agency to determine the provision, arrangement, and funding of transportation to enable foster youth to attend their school of origin when it is in the student's best interest to do so. (20 USC 6312)

(cf. 6173.1 - Education for Foster Youth)

Legal Reference:

EDUCATION CODE

10900.5 Use of school buses for community recreation

35330 Excursions and field trips

35350 Authority to transport pupils

39800-39809.5 Transportation, general provisions, especially:

39800 Powers of governing board to provide transportation to and from school

39801.5 Transportation for adults

39808 Transportation for private school students

39830-~~39842~~ **39843** School buses, especially:

39835 Use of school buses for community recreation

39837 Transportation to summer employment program

39837.5 Transportation of employees, ~~and~~ parents/guardians, **and adult volunteers** to school activities

39860 Transportation to school activities

41850-41856 Allowances for transportation

41860-41863 Supplementary allowances for transportation

48853.5 Educational placement of students residing in licensed children's institutions

CODE OF REGULATIONS, TITLE 5

15240-15244 Allowances for student transportation, **definitions**

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

6312 Transportation to maintain children in foster care in school of origin

UNITED STATES CODE, TITLE 42

11432 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 34

104.4 Equal opportunity under the Rehabilitation Act of 1973, Section 504

300.17 Free appropriate public education
300.34 Special education related services

Management Resources:

CSBA PUBLICATIONS

Special Education Pupil Transportation: Considerations in the Era of LCFF, Governance Brief, April 2014

WEB SITES

California Department of Education, Office of School Transportation:
~~<http://www.cde.ca.gov/bus/index.html>~~ <https://www.cde.ca.gov/ls/tn/or/assignment.asp>
Pupil Transportation Safety Institute: <http://www.ptsi.org>

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Board Policy

All Personnel

BP 4158(a)

4258

EMPLOYEE SECURITY

4358

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing ~~them with~~ necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. **As appropriate,** ~~The~~ Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

~~In addition, the Superintendent or designee may initiate legal proceedings against any~~

~~individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises. The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)~~

(cf. 3320 - Claims and Actions Against the District)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall ensure that employees ~~are trained~~ **receive training** in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, **procedures for responding to an active shooter situation,** and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee also shall ~~ensure that employees are informed~~ **inform teachers,** in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. **(Education Code 48201, 49079; Welfare and Institutions Code 827)**

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

Use of Pepper Spray

Employees **may shall** not carry or possess pepper spray on school property or at school activities, **except when authorized by**. ~~On a case-by-case basis, however, the Superintendent or designee~~ **for self-defense purposes.** ~~may allow an employee to possess pepper spray that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances.~~ **When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810.** Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of **a weapon or an** unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and, ~~based upon this analysis,~~ shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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

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

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 *Willful disturbance, public schools or meetings*

32225-32226 *Communication devices*

35208 *Liability insurance*

35213 *Reimbursement for loss, destruction or damage of school property*

44014 Report of assault by pupil against school employee
44807 Duty concerning conduct of students
48201 Transfer of student records
48900-48926 Suspension or expulsion
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion
49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, **including especially:**

241.3 Assault against school bus drivers

241.6 Assault on school employee **including** board member

243.3 Battery against school bus drivers

243.6 Battery against school employee **including** board member

245.5 Assault with deadly weapon **against** school employee **including** board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

~~12403.7 Weapons approved for self defense~~

22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

WEB SITES

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

California Department of Education, Safe Schools and Violence Prevention Office:
<http://www.cde.ca.gov/lss>

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Administrative Regulation

All Personnel

AR 4158(a)

4258

EMPLOYEE SECURITY

4358

An employee may use reasonable and necessary force for ~~his/her~~ self-defense or defense of another person, ~~or protection of property;~~ to quell a disturbance threatening physical injury to others ~~or damage to property;~~ or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

~~Employees~~**An employee** shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against ~~them~~ **him/her** by a student, **or by any other individual in relation to the employee's performance of his/her duties, and any action the employee took in response. When appropriate, the employee and the principal or other immediate supervisor shall report the incident to law enforcement.**

~~Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)~~

~~In addition, employees shall promptly report to the principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.~~

(cf. 3515.2 - Disruptions)

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

(cf. 3320 - Claims and Actions Against the District)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 3530 - Risk Management/Insurance)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who, **during the previous three school years**, has engaged in, or is reasonably suspected of **to have engaged in**, any act, **except** the possession or use of tobacco products, ~~during the previous three school years which could~~ **that would** constitute **a grounds** for suspension or expulsion **as specified in AR 5144.1 - Suspension and Expulsion/Due Process. under Education Code 48900, with the exception of the possession or use of tobacco products., or Education Code 48900.2, 48900.3, 48900.4, or 48900.7**. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

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

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended **from school** or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. **The staff member He/she shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.**

Use of Pepper Spray

The Superintendent or designee shall notify employees of the district's policy prohibiting the possession of pepper spray on school property or at school-related activities without prior approval of the Superintendent or designee. Employees wishing to carry pepper spray on school property or to a school-related activity shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. **Should the Superintendent or designee shall notify the employee in writing as to whether the request was approved or denied.** ~~determines that the employee may not carry pepper spray, the employee shall receive a written statement of the reason for this determination.~~

Employees who possess pepper spray on school property shall be notified-When approving an employee's request, the Superintendent or designee shall inform the employee of the following conditions:

1. The pepper spray shall be used only in self-defense.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

3. ~~Employees shall ensure that~~ The pepper spray ~~is~~ **must be** stored in a secure place and not ~~be~~ accessible to students or other individuals. ~~An employee who is negligent in the Negligent~~ storage of ~~the~~ pepper spray may ~~be~~ subject ~~the employee~~ to disciplinary action.

(11/00 3/11) 5/18

Board Policy

All Personnel

BP 4161.9(a)

4261.9

CATASTROPHIC LEAVE PROGRAM

4361.9

The Governing Board recognizes that district employees may desire to assist other employees who have an urgent need for a leave of absence but do not have sufficient accrued leave to cover their absence. The Superintendent or designee shall establish a catastrophic leave program by which employees may donate accrued vacation and/or sick leave credits, which shall be placed into a pool for use by eligible employees.

Donations made under the catastrophic leave program shall be strictly voluntary.

The district's policy and procedures regarding catastrophic leave shall be included in the employee handbook. The Superintendent or designee may notify employees annually, or more frequently if the need arises, of the process for donating leave for this purpose.

~~When a catastrophic illness or injury incapacitates an employee or a member of his/her family for an extended period of time and the employee has exhausted all paid leaves of absence, other employees may donate accrued vacation and/or sick leave credits to that employee under the specific requirements of the district's catastrophic leave program. An~~ employee may apply to use donated leave credits in accordance with the accompanying administrative regulation when he/she has exhausted all applicable paid leaves of absence and a catastrophic illness or injury incapacitates the employee or a member of his/her family for an extended period of time. (Education Code 44043.5)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Legal Reference:

EDUCATION CODE

44043.5 Catastrophic leave

44977 Salary deduction during sick leave, certificated employees

44978 Sick leave, certificated employees

44983 Compensation during leave, certificated employees

45190-45191 Sick leave and vacation, classified employees

45196 Salary deductions during sick leave, classified employees

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act

(3/92 10/98) 5/18

Administrative Regulation

All Personnel

AR 4161.9(a)

4261.9

CATASTROPHIC LEAVE PROGRAM

4361.9

Donations to Catastrophic Leave Program

~~Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Governing Board, may donate accrued vacation and/or sick leave credits to the requesting employee.~~ **An employee who chooses to donate accrued vacation and/or sick leave credits to the district's catastrophic leave program shall provide written notice to the Superintendent or designee of the amount and type of leave he/she wishes to donate. The Superintendent or designee shall review the donor's available leave and transfer the leave credits to a district pool of leave credits designated for this purpose.**

Donations shall be at a minimum of eight hours, and in hour increments thereafter. (Education Code 44043.5)

All transfers of eligible leave credit shall be irrevocable. (Education Code 44043.5)

~~To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than ____ hours.~~ **Employees should be cautious in making large donations of leave that they may need for their own use in the future.**

The Superintendent or designee shall ensure that all donations are confidential.

Requests for Catastrophic Leave

~~When an employee or a member of his/her family experiences a catastrophic illness or injury which requires the employee to take time off from work for an extended period of time, and the employee has exhausted all available sick leave and other paid time off, he/she may request donations of accrued vacation or sick leave credits. (Education Code 44043.5) A full-time or part-time employee may apply to the Superintendent or designee to use paid leave from the catastrophic leave program if he/she earns paid time off but has exhausted all his/her accrued paid leave and needs to take time off from work for an extended period of time due to his/her or a family member's catastrophic illness or injury. If the employee is incapacitated, a family member or caretaker may apply on his/her behalf.~~

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

~~In making such a request, t~~**The employee shall provide verification of the catastrophic illness or injury or illness.** (Education Code 44043.5)

Verification shall be made by means of a letter, dated and signed by the ~~sick or injured person's~~ **physician individual's health care provider**, indicating the incapacitating nature and probable duration of the illness or injury.

An employee may apply to receive up to 20 days of paid leave from the catastrophic leave program per school year. At the end of the 20-day period, he/she may apply for up to 20 days of additional leave credits.

Employees receiving compensation under worker's compensation provisions are not eligible to receive leave from the catastrophic leave program until exhausting such benefit.

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

~~The~~ **An** employee who is the recipient of ~~the~~ donated leave credits shall use those credits within 12 consecutive months. **(Education Code 44043.5)**

If donated **leave** credits are not used by the employee within 12 consecutive months, the credits shall be ~~placed in a pool that will be available to the next eligible employee who requests catastrophic leave~~ **returned to the pool of catastrophic leave for use by other eligible employees.**

An employee who receives **paid** catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program. (Education Code 44043.5)

(3/92 10/98) 5/18

Board Policy

Students

BP 5111(a)

ADMISSION

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children **entering seeking admission to** a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

~~When enrolling in any district school, including a school in their attendance area, children whose parents/guardians reside within district boundaries shall be subject to the timelines established by the Board for open enrollment. Children whose parents/guardians do not reside within the district or who are not otherwise eligible for enrollment in the district may apply for interdistrict attendance in accordance with~~ **The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.**

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family. (Education Code 49452.9)

Verification of Admission Eligibility

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

The Superintendent or designee **district** shall not inquire into or request documentation of a student's **social security number or the last four digits of the social security number or the citizenship or immigration status of the student or his/her family members. (Education Code 234.7, 49076.7)** , and shall not deny a student enrollment in a district school on the basis of the citizenship or immigration status of the student or his/her parents/guardians. Any information obtained about a student's or parent/guardian's citizenship or immigration status shall not be shared without parent/guardian consent or a lawful judicial order, in accordance with laws pertaining to the confidentiality of student records.

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

(cf. 5145.13 - Response to Immigration Enforcement)

(cf. 5145.3 - Nondiscrimination/Harassment)

A student shall not be denied enrollment based on the parent/guardian's refusal to provide the student's or parent/guardian's social security number. During the enrollment process, students and parents/guardians shall be informed that disclosure of their social security number is voluntary. (5 USC 552a Note)

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or his/her parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall **immediately enroll** ensure that the enrollment of a homeless student, or foster child youth, student who has had contact with the juvenile justice system, or a child of a military family is not delayed because regardless of outstanding fees or fines owed to the child's student's last school, lack of clothing normally required by the school, such as school uniforms, or for his/her inability to produce previous academic, medical, or other records normally required for enrollment. (Education Code 48645.5, 48850, 48852.7, 48853.5, 49701; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, no child shall be denied enrollment in a district school solely on the basis of his/her 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 contact with the juvenile justice system. (Education Code 48645.5)

~~(cf. 5119—Students Expelled from Other Districts)~~

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

46600 Agreements for admission of students desiring interdistrict attendance

48000 Minimum age of admission (kindergarten)

48002 Evidence of minimum age required to enter kindergarten or first grade

48010 Minimum age of admission (first grade)

48011 Admission from kindergarten or other school; minimum age

48050-48053 Nonresidents

48200 Children between ages of 6 and 18 years (compulsory full-time education)

48350-48361 Open Enrollment Act

48645.5 Enrollment of former juvenile court school students

48850-48859 Educational placement of homeless and foster youth

~~48645.5 Enrollment of former juvenile court school students~~

49076 Access to records by persons without written consent or under judicial order

49076.7 Student records; data privacy; social security numbers

49408 Information of use in emergencies

49452.9 Health care coverage options and enrollment assistance

49700-~~49704~~ **49703** Education of children of military families

HEALTH AND SAFETY CODE

120325-120380 Education and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade

201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 5

552a Note Refusal to disclose social security number

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

***Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues*, April 2018**

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

~~*Fact Sheet: Information on the Rights of All Children to Enroll in School*~~

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

***Fact Sheet: Information on the Rights of All Children to Enroll in School*, May 8, 2014**

***Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents*, May 8, 2014**

WEB SITES

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

California Department of Education, ***Health Care Coverage and Enrollment Assistance***:

<http://www.cde.ca.gov/ls/he/hc>

***California Office of the Attorney General*: <http://oag.ca.gov>**

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <https://www.justice.gov>

Administrative Regulation

Students

AR 5111(a)

ADMISSION

Age of Admittance to Kindergarten and First Grade

Note: Pursuant to Education Code 48200, a parent/guardian's obligation to enroll his/her child in school begins with the child's eligibility to be enrolled in first grade once he/she has his/her sixth birthday, as specified in Education Code 48010. However, a district that offers kindergarten is obligated to enroll a child in kindergarten at the beginning of the school year in which the child will have his/her fifth birthday, if his/her birthday is on or before September 1, pursuant to Education Code 48000.

At the beginning of each school year, the Superintendent or designee shall enroll any **otherwise**-eligible child who will have his/her fifth or sixth birthday on or before September 1 of that year into kindergarten or first grade, as applicable. (Education Code 48000, 48010)

Any child who will have his/her fifth birthday from September 2 through December 2 of the school year shall be offered a transitional kindergarten (TK) program in accordance with law and Board policy. (Education Code 48000)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6170.1 - Transitional Kindergarten)

Documentation of Age/Grade

Prior to the admission of a child to kindergarten or first grade, the parent/guardian shall present proof of the child's age. (Education Code 48002)

Evidence of the child's age may include: (Education Code 48002)

1. A certified copy of a birth certificate or a statement by the local registrar or county recorder certifying the date of birth
2. A duly attested baptism certificate
3. A passport
4. **When none of the above documents is obtainable, an affidavit of the parent/guardian**
5. **Other means prescribed by the Board**

When none of the foregoing is obtainable, the parent/guardian may provide any other appropriate means of proving the age of the child. (Education Code 48002)

(11/11 4/15) 5/18

Board Policy

Students

BP 5111.1(a)

DISTRICT RESIDENCY

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing ~~a student's~~ **students'** residency for enrollment purposes, the Superintendent or designee shall not inquire into ~~a student's~~ **the** citizenship or immigration status **of students or their family members.**

(cf. 5145.13 - Response to Immigration Enforcement)

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)

(cf. 6145.6 - International Exchange)

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)

(cf. 6178.2 - Regional Occupational Center/Program)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

234.7 Student protections relating to immigration and citizenship status

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-~~48204.2~~ **48204.4** Evidence of residency

48300-~~48316~~ **48317** Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48645.5 Former juvenile court school students, enrollment

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 8

1229c Immigration and Nationality Act

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

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Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

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Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

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Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

U.S. Department of Justice: <https://www.justice.gov>

Administrative Regulation

Students

AR 5111.1(a)

DISTRICT RESIDENCY

Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student is admitted through an interdistrict attendance option, ~~such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer.~~ (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)
9. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within ~~district boundaries~~ **the state**. (Education Code 48204.3)

(cf. 6173.2 - Education of Children of Military Families)

10. The student's parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court or government agency authorizing his/her removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her parent/guardian's departure. (Education Code 48204.4)

(cf. 5145.13 - Response to Immigration Enforcement)

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

Proof of Residency

The district shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the district. (Education Code 234.7)

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

A parent/guardian who is transferred or pending transfer into a military installation within **district boundaries the state** shall provide proof of residence **in the district** within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

A student whose parent/guardian's departure from the state occurred against his/her will pursuant to item #10 in the section "Criteria for Residency" above shall be in compliance with district residency requirements if he/she provides official documentation of the parent/guardian's departure and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside the state. (Education Code 48204.4)

Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.3 - Education for Juvenile Court School Students)

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

(cf. 3580 - District Records)

(12/15 12/16) 5/18

Board Policy

Students

BP 5125(a)

STUDENT RECORDS

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. ~~The Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.~~ The Superintendent or designee shall establish administrative regulations governing the identification, **collection**, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records ~~and shall protect students and their families from invasion of privacy while maintaining the confidentiality of student records consistent with state and federal law.~~

(cf. 3580 - District Records)

(cf. 4040 - Employee Use of Technology)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5145.6 - Parental Notifications)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-49079 Student records

49091.14 Parental review of curriculum

51747 Independent study

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 *Student Online Personal Information Protection Act*
22586-22587 *Early Learning Personal Information Protection Act*
CODE OF CIVIL PROCEDURE
 1985.3 *Subpoena duces tecum*
FAMILY CODE
 3025 *Access to records by noncustodial parents*
 6552 *Caregiver's authorization affidavit*
GOVERNMENT CODE
 6252-6260 *Inspection of public records*
HEALTH AND SAFETY CODE
 120440 *Immunizations; disclosure of information*
PENAL CODE
 245 *Assault with deadly weapon*
WELFARE AND INSTITUTIONS CODE
 681 *Truancy petitions*
 701 *Juvenile court law*
 16010 *Health and education records of a minor*
CODE OF REGULATIONS, TITLE 5
 430-438 *Individual student records*
 16020-16027 *Destruction of records of school districts*
UNITED STATES CODE, TITLE 20
 1232g *Family Educational Rights and Privacy Act*
 1232h *Protection of Pupil Rights Amendment*
UNITED STATES CODE, TITLE 26
 152 *Definition of dependent child*
UNITED STATES CODE, TITLE 42
 11434a *McKinney-Vento Homeless Assistance Act; definitions*
CODE OF FEDERAL REGULATIONS, TITLE 16
 Part 312 *Children's Online Privacy Protection Rule*
CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 *Family Educational Rights and Privacy*
 300.501 *Opportunity to examine records for parents of student with disability*

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FEDERAL REGISTER

Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

IDEA and FERPA Confidentiality Provisions, 2014

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008
Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

Management Resources: (continued)

WEB SITES

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

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

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Family Policy Compliance, <http://www.ed.gov/policy/gen/guid/fpco>

Administrative Regulation

Students

AR 5125(a)

STUDENT RECORDS

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student age 18 or older who is a dependent child as defined under 26 USC 152 (Education Code 49076; 34 CFR 99.31)
2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076; 34 CFR 99.31)
3. School officials and employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been

investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 - District School Attendance Review Board)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Note: 34 CFR 99.34 requires the district to make a reasonable attempt to notify the parent/guardian or adult student when the district discloses certain information as described in the following paragraph. However, if the district includes a statement in its annual parental notification that the district may forward education records under these circumstances, it is not obligated to individually notify parents/guardians or adult students. The following **optional** paragraph may be deleted by districts that include such a statement in their annual parental notification. See section below entitled "Notification of Parents/Guardians."

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when requested, verification of high school graduation or its of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9, 69432.92)

No later than October 15 each year, the Superintendent or designee shall notify each student in grade 12, and his/her parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission unless he/she opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above (Education Code 49076)
9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
12. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. Any foster family agency with jurisdiction over a currently enrolled or former students; short-term residential treatment program staff responsible for the

education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's ~~for purposes of accessing those students' current or most recent~~ records of grades, ~~and~~ transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district (Education Code 49069.3)

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

(cf. 6173.1 - Education for Foster Youth)

15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))
18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above. (Education Code 49076)

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Discretionary Access

At his/her discretion, the Superintendent or designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

- a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
 5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
 6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties (Education Code 49076)

(cf. 3600 - Consultants)

7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or his/her parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid (Education Code 49076; 34 CFR 99.31, 99.36)
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR 99.31, 99.37)

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

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

De-identification of Records

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained ~~in~~ **at** different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When ~~prior written consent from a parent/guardian is~~ required by law, the parent/guardian shall provide ~~a~~ written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The custodian of records shall also make an entry in the log regarding any request for records that was denied and the reason for the denial.

The log ~~may~~ **shall** include **requests for access to** records ~~of access~~ by: ~~(Education Code 49064)~~

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest

6. Law enforcement personnel seeking to enforce immigration laws

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student who is age 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf. 3260 - Fees and Charges)

Changes to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - Challenging Student Records)

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student. (5 CCR 437)

A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed ~~pursuant to a court order~~ **with proper documentation**. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5145.3 - Nondiscrimination/Harassment)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)

5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

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

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

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)

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

5. Language training records

(cf. 6174 - Education for English Learners)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
 2. Standardized test results older than three years
 3. Routine disciplinary data
- (cf. 5144 - Discipline)*
4. Verified reports of relevant behavioral patterns
 5. All disciplinary notices
 6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices **to in** that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 49063, 48985; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073

10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from his/her social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

- a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or his/her parent/guardian
- b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

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Administrative Regulation

Students

AR 5125.1(a)

RELEASE OF DIRECTORY INFORMATION

Definition

Directory information means information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes: (Education Code 49061; 20 USC 1232g; 34 CFR 99.3)

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Directory information does not include a student's social security number or student identification number. However, **for purposes of accessing or communicating in electronic systems,** directory information may include a student identification number, user identification, or other personal identifier used by the student **for purposes of accessing or communicating in electronic systems** provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user. (34 CFR 99.3)

***Directory information* also does not include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin.**

Notification to Parents/Guardians

At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information, **how to refuse release**, and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information. (Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

In addition, the annual parental notification shall include a statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin and that the district will not release such information without parental consent or a court order.

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)

Parent/Guardian Consent

No directory information of a student identified as a homeless child or youth as defined in 42 USC 11434a shall be released, unless the parent/guardian, or the student if he/she is 18 years **old or older**, has provided written consent that directory information may be released. For any other student, directory information shall not be released if his/her parent/guardian notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. (Education Code 49073; 20 USC 1232g, 7908)

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

(cf. 9011 - Disclosure of Confidential/Privileged Information)

For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. (34 CFR 99.37)

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Exhibit

Students

E 5125.1(a)

RELEASE OF DIRECTORY INFORMATION

PARENT/GUARDIAN NOTICE RELEASE OF DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that _____(district name)_____, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- a playbill, showing your child's role in a drama production
- the annual yearbook
- honor roll or other recognition lists
- graduation programs
- sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), **as amended**, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing by _____(insert date)_____. The district has designated the following information as directory information:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth

6. Major field of study
7. Participation in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not disclose such information without your consent or a court order.

(7/05 11/11) 5/18

Board Policy

Students

BP 5131.2(a)

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environments that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes **social-emotional learning**, effective communication and conflict resolution skills, ~~social skills~~, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

~~*(cf. 6163.4 - Student Use of Technology)*~~

~~Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.~~

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- 1. Discuss the diversity of the student body and school community, including their varying immigration experiences**
- 2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims**
- 3. Identify the signs of bullying or harassing behavior**
- 4. Take immediate corrective action when bullying is observed**
- 5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in

accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(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)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

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Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Guidance to Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org/>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.common sense media.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

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Board Policy

Students

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, **nationality**, national origin, **nationality**, **immigration status**, **ethnicity**, ethnic group identification, **ethnicity**, age, religion, marital **status**, **pregnancy**, ~~or~~ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, ~~or~~ gender expression, **or genetic information**, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

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

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to

students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - *Uniform Complaint Procedures*)
(cf. 1330 - *Use of Facilities*)
(cf. 4131 - *Staff Development*)
(cf. 4231 - *Staff Development*)
(cf. 4331 - *Staff Development*)
(cf. 6145 - *Extracurricular and Cocurricular Activities*)
(cf. 6145.2 - *Athletic Competition*)
(cf. 6164.2 - *Guidance/Counseling Services*)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - **Dismissal**/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - *Professional Standards*)
(cf. 4218 - *Dismissal/Suspension/Disciplinary Action*)
(cf. 5144 - *Discipline*)
(cf. 5144.1 - *Suspension and Expulsion/Due Process*)
(cf. 5144.2 - *Suspension and Expulsion/Due Process (Students with Disabilities)*)
(cf. 5145.2 - *Freedom of Speech/Expression*)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - *District Records*)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
48900.3 *Suspension or expulsion for act of hate violence*
48900.4 *Suspension or expulsion for threats or harassment*
48904 *Liability of parent/guardian for willful student misconduct*
48907 *Student exercise of free expression*

48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-~~4687~~ **4670** Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

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Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

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

~~Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014~~

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

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Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

~~Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004~~

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, ~~January 1999~~ **Fact Sheet, August 2010**

WEB SITES

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

California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

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Administrative Regulation

Students

AR 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, **nationality**, national origin, **nationality**, **immigration status**, **ethnicity**, ethnic group identification, **ethnicity**, age, religion, marital **status**, pregnancy, **or** parental status, **pregnancy**, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, **genetic information**, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent
745 10th Street
Colusa, CA 95932

530.458.7791

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)

- a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
- b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
- c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to **protect students' privacy rights and ensure their safety protect students** from threatened or potentially discriminatory behavior **and ensure their privacy rights**.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with **the** laws regarding the confidentiality of student and personnel records, communicating **the school's response** to students, parents/guardians, and the community **the school's response plan to unlawful discrimination or harassment**

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 4118 - **Dismissal**/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(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)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the **bathroom** that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and

develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action **could can** be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance

with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed **pursuant to a court order, with proper documentation**. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

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Board Policy

Students

BP 5145.9(a)

HATE-MOTIVATED BEHAVIOR

Note: The following **optional** policy is for use by districts in the implementation of a **addresses** prevention ~~strategy strategies~~ for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy ~~will also likely~~ should be integrated into existing **district and school site** plans, such as **the local control and accountability plan, comprehensive school safety plan,** and staff development plans, as well as any policies developed by the district regarding school climate (see BP 5137 - Positive School Climate) and nondiscrimination (see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment).

In its publication entitled Hate Motivated Behavior in Schools, the California Department of Education defines "hate motivated behavior" as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some "hate motivated behavior," including an assault, bomb threat, destruction of property, graffiti, and certain types of vandalism, may also be crimes under state or federal law.

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. **The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5147 - Dropout Prevention)

Note: **Hate-motivated behavior, such as an assault, physical threat, bomb threat, destruction of property, graffiti, and certain types of vandalism, may constitute a crime under state or federal law. Local law enforcement agencies and human rights commissions throughout the state have established**

countywide hate crimes networks aimed at responding to and preventing hate crimes. ~~The Districts can identify local hate crime resources through the~~ California Association of Human Relations Organizations, **which** conducts activities designed to protect human and civil rights through networks of collaborations that reduce community tension and build intergroup relationships.

The following **optional** paragraph should be revised to reflect district practice.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. ~~These~~ **Such collaborative** efforts shall ~~be focused~~ **focus** on ~~providing~~ **ensuring** an efficient use of district and community resources, **developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.**

~~(cf. 1020 - Youth Services)~~

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

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

~~(cf. 5148.2 - Before/After School Programs)~~

~~(cf. 5148.3 - Preschool/Early Childhood Education)~~

~~(cf. 6020 - Parent Involvement)~~

The district shall provide **students with** age-appropriate instruction **that includes the development of social-emotional learning, promotes their** ~~to help promote an understanding of and respect for human rights, diversity, and tolerance~~ **acceptance** in a multicultural society, and ~~to provides~~ strategies to manage conflicts constructively.

~~(cf. 5138 - Conflict Resolution/Peer Mediation)~~

~~(cf. 6142.3 - Civic Education)~~

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

~~(cf. 6142.94 - History-Social Science Instruction)~~

~~The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.~~

~~(cf. 4131 - Staff Development)~~

~~(cf. 4231 - Staff Development)~~

~~(cf. 4331 - Staff Development)~~

As necessary, the district shall ~~also~~ provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

~~(cf. 6164.2 - Guidance/Counseling Services)~~

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

~~The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior~~ **provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.**

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

Grievance Procedures-Complaint Process

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school level complaint process/grievance procedures as described in AR 5145.7 Sexual Harassment. Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4687**4670** Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES PUBLICATIONS

Bullying at School, 2003

California Student Safety and Violence Prevention—Laws and Regulations, April 2004

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist

California K-12 Schools in Responding to Immigration Issues, April 2018

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION
OF ATTORNEYS GENERAL PUBLICATIONS**

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

California Office of the Attorney General: <http://oag.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

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

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/ers>

<https://www.justice.gov>

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CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Board Room by Charles Yerxa, who established a quorum was present. Attending were Kathie Whitesell, Kelli Griffith-Garcia, Melissa Ortiz, and Michael Phenicie. Superintendent Dwayne Newman and various staff members were also present.
PLEDGE OF ALLEGIANCE	Eric Wrysinski led the pledge of allegiance.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	<p>Caitlin Vaca, Emerson Redding, and Estefania Orozco, Colusa High School's Class of 2018, presented information to the board in an attempt to gain their support for the freedom to decorate their graduation caps. The board supports this request with the following conditions: supervised decorating, caps are collected by CHS staff and not returned to the students until the day of the graduation ceremony, an agreement is signed by the students acknowledging the parameters.</p> <p>Caitlin Vaca reported out on various events and activities taking place at CHS.</p>
RECOGNITIONS & CELEBRATIONS	<p>Jody Johnston recognized Leanne Knutson for her efforts with the DARE Program. Mrs. Johnston also recognized Kevin Shields and Anthony Hall of Behavioral Health for their dedication to the students of Egling Middle School and the Club Live Program.</p> <p>Chloe Ferraiuolo presented a plaque to the board for their recent financial contribution to the FBLA State Conference.</p>
PRESIDENT'S REPORT	<p>CRAF – Charles Yerxa provided the information on the recent Golf Tournament.</p> <p>FOM – Mr. Phenicie reported on the recent achievement of students and upcoming events.</p> <p>FOA – Kelli Griffith-Garcia reported out on recent and upcoming FFA activities and the accomplishments of students.</p> <p>SELPA – Kathie Whitesell stated that the 2018-19 SELPA budget was passed at the last meeting.</p> <p>DELAC – Melissa Ortiz reported out on the previous DELAC meeting. The committee reviewed the LCAP and discussed budgetary implications.</p> <p>Monthly Activities Report: Kathie Whitesell – Mrs. Whitesell attended the FFA Banquet and Music Week.</p>

	<p>Michael Phenicie – Mr. Phenicie attended the FFA Banquet, various band events, Josh Arce’s Senior Project, and the WASC visitation.</p> <p>Melissa Ortiz – Mrs. Ortiz made a site visit to Egling Middle School. She was impressed by the rigor and the academic language occurring.</p> <p>Kelli Griffith-Garcia – No information presented.</p> <p>Charles Yerxa – Mr. Yerxa attended the WASC visitation.</p> <p>Dwayne Newman – Mr. Newman attended the Active Shooter Training at the Education Village, Burchfield Primary School’s Field Day, Colusa High School’s Drama Production, the WASC visitation, an EduNet meeting, Music Week, the FFA Banquet, Burchfield’s Spring Performance, the DELAC meeting, and the SELPA Council Meeting. Mr. Newman spoke briefly about AB2909, which would potentially add Special Education funding on to the Local Control Funding Formula.</p>
DISCUSSION ITEM	<p>Agenda item F.1: Draft 2018-19 Local Control Accountability Plan & Budget - Mr. Newman reviewed draft 3 of the LCAP. A review of all three goals and outcomes occurred. Mr. Newman discussed the details of the LCAP reporting and stated that a new procedure to track upcoming trainings will be implemented and rolled out to site level administration. Mr. Newman received no additional comments from the CSEA group regarding the LCAP and will be meeting with CEA on Friday. The board did not have any additional comments regarding the LCAP.</p>
ACTION ITEM #1718165	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Recommended Additional Action Items & Associated Budget Allocations with the following amendments:</p> <ul style="list-style-type: none"> • Approval of additional Yard Duty at EMS should the need be present in the 2018-19 school year. • In lieu of an additional bilingual support Para Educator at CHS, the board supports the plan to split the current English Language Development class into two in an effort to provide instruction that is more intensive. Furthermore, CHS would like to implement the Teacher Intern program for the course. This would allow students who have the proper level of language development in both English and Spanish, the ability to earn credits by assisting a student that is not proficient. The Teacher Intern program is currently in place at CHS; however, this would expand the opportunity. • Tentative Approval of Bilingual Parent Training from CABA pending Mr. Newman’s research and discussion with DELAC. This item will be brought back to the board. • Approval of 1 FTE Utility Worker/Bus Driver at BPS. • Approval of Home-to-School Transport After Tutoring Fund Allocation. • Approval of Gifted and Talented Fund Allocation. • Approval of Phone System – VOIP Fund Allocation.

ACTION ITEM #1718166	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to change the regularly scheduled board meetings to the third Monday of each month beginning at 5:15 PM. This change will begin August of 2018.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718167	<p>Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve the Student Nutrition Exemption with California Department of Education.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718168	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Emergency Response Manual.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718169	<p>Motion was made by Melissa Ortiz, seconded by Michael Phenicie to approve the Executive Administrative Assistant Job Description.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718170	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the Warrants: Batch #36-39</p>

	<p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Abstain</p> <p>Vote: (4 Ayes, 1 Abstain)</p>
ACTION ITEM #1718171	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve the following consent agenda items:</p> <ol style="list-style-type: none"> 1. April 10, 2018 Board Meeting Minutes 2. April 23, 2018 Special Board Meeting Minutes 3. April Payroll 4. Personnel Assignment Order 5. Resolution #2017-18.09 – Combined Resolution Specification of Election Order & Resolving Tie Votes 6. California Interscholastic Federation Designation 7. Holmes, Inc. – Colusa High School Chemistry Room 8. Climate Control – Burchfield Primary 9. Colusa Floor Covering – District Office 10. Precision Concrete – Colusa High School & District Office 11. Russell & Boals Painting – Colusa High School 12. Modified Clinical Technique Vision Screening Services Agreement 13. Interquest Detection Canines Agreement 14. Second Interim Report for 2017-18 from Colusa County Office of Education <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
HEARING OF THE PUBLIC FOR MATTERS ON THE CLOSED SESSION AGENDA	None.
	<p>The board adjourned to closed session at 7:55 PM to consider the following items:</p> <ol style="list-style-type: none"> 1. Negotiations Pursuant to Government Code 54957.6 <u>Agency Designated Representatives:</u> Dwayne Newman, Superintendent <u>Employee Organizations:</u> California Teachers Association, California State Employee Association, and Unrepresented Employees a. Discussion of Sunshine Topics

	<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>Administrative Representatives:</u> Dwayne Newman, Superintendent</p> <p>a. Consider Approval of 2018-19 Job Share Requests for Certificated Staff b. Consider Approval of Request for Leave of Absence for Classified Staff Member c. Consider Approval of Request for Leave of Absence for Classified Staff Member d. Consider Approval of Request for Leave of Absence for Classified Staff Member e. Consider Approval of Request for Leave of Absence for Certificated Staff Member</p> <p>3. Student Matters Pursuant to Government Code 48918 <u>Administration Representatives:</u> Dwayne Newman, Superintendent</p> <p>a. Consider Approval of Stipulated Expulsion Recommendation Regarding EH #2017-18.07.</p>
	The board reconvened from Closed Session at 8:00 PM.
ACTION ITEM #1718172	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve the 2018-19 Job Share Requests for Certificated Staff.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718173	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Request for Leave of Absence for Classified Staff Member.</p> <p>Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #1718174	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Request for Leave of Absence for Classified Staff Member.</p>

		Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye Vote: (Unanimous)
	ACTION ITEM #1718175	Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Request for Leave of Absence for Classified Staff Member. Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye Vote: (Unanimous)
	ACTION ITEM #1718176	Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve the Request for Leave of Absence for Certificated Staff Member. Yerxa – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Whitesell – Aye Vote: (Unanimous)
	ADJOURNMENT	The meeting adjourned at 8:05PM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

CALL TO ORDER	The meeting was called to order at 7:35 a.m. in the Room 6 of the District Office by Charles Yerxa, who established a quorum was present. Attending were Kathie Whitesell, Melissa Ortiz, Kelli Griffith-Garcia, Charles Yerxa and Dwayne Newman.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
ACTION ITEM #1718177	<p>Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve the Variable Term Waiver for the Pupil Personnel Service: School Counselor for the School Year 2018-19.</p> <p>Ortiz – Aye Yerxa – Aye Phenicie – Absent Whitesell – Aye Griffith-Garcia – Aye</p> <p>(4 Ayes, 1 Absent)</p>
ADJOURNMENT	The meeting was adjourned at 7:40 AM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

Payroll totals for the month of: MAY 2018

Issued 5/10/2018: (SUP)	\$ 59,345.53	Total getting paid: 77
Issued 5/31/2018: (EOM)	<u>\$786,993.23</u>	Total getting paid: 187
Monthly total	\$846,338.76	

Colusa Unified School District
Personnel Assignment Order
June 12, 2018

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Roberta James	Home School Teacher (60%)	Reduced Assignment Request	\$54,565.00	8/13/18

Retirement:

Resignation:

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
RoseAnn Decker	Teacher (40% Job Share)	\$36,670.00	6/2/18

Leaves:

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
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Terminated:

Non-Reelection:

Transfers:

(Requests approved by Superintendent)

CLASSIFIED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Wendy Villegas	EMS ASES Para-educator	\$17.78	6/15/18
Nancy Montejano	EMS ASES Para-educator	\$15.85	6/16/18
Ron Rogers	Director or MOT	\$33.42	6/7/18

Retirement:

Resignation:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Erica Kiever	Yard Duty	\$14.13	5/18/18
Antonio "Mike" Badaluco	Varsity FB Assistant Coach	Stipend	5/22/18
Wendy Villegas	EMS ASES Para-educator	\$17.78	6/14/18
Nancy Montejano	EMS ASES Para-educator	\$15.85	6/15/18

Leaves:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Linda Fisher	Para-educator	\$19.94	3/15/2018

Increase of Hours:

Job transfer:

Terminated:

2018-19 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Dwayne Newman
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	06/12/2018

*****Warning*****

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2018-19 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dwayne Newman
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	06/07/2018
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2018-19 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP	09/13/2017
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Dwayne Newman
Authorized Representative's Title	Superintendent

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2018-19 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/12/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Hector Morales
DELAC review date	06/12/2018
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	https://www.colusa.k12.ca.us
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Minutes are kept in District Office and not on the website.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student Support)	No

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2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESSA Sec. 1112(b) SACS 4127	
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2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	490
Estimated English learner entitlement amount	\$48,535

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$36,535
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$12,000
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$0
Total budget	\$48,535

*****Warning*****

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2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Estimated Entitlement Calculation

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	16
Estimated immigrant entitlement amount	\$1,478
<H4>Note: Eligibility criteria</h4>	

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$1,478
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$0
Total budget	\$1,478

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2018-19 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

Warning

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2017-18 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection is to capture the documentable number of private school English learners who received Title III services during the reported fiscal year.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

School Name	School Code	Enrollment	Flagged for English Learner Participation	English Learner Students Served	Participation Explanation (Max 500 char)
Our Lady of Lourdes Parish	6905780	90	Y	89	

*****Warning*****

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2018-19 Nonprofit Private School Consultation

The LEA shall provide, on an equitable basis, special education services or other benefits to eligible children attending a nonprofit private school.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerosc@cde.ca.gov, 916-323-0472

The LEA must offer to provide equitable services that address the needs of eligible students attending nonprofit private school and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information field in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Note:

The LEA of residence is responsible for providing Title I, Part A services to all eligible students who reside in the LEA's Title I attendance area but attend a nonprofit private school. This includes students who attend nonprofit private schools outside the LEA's boundaries

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred

Y2: timely and meaningful consultation did not occur

Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Our Lady of Lourdes Parish	6905780	90	Y	Y	Y	Y1	N

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2018-19 Other ESEA Nonprofit Private School Participation

The LEA must offer to provide equitable services that address the needs of nonprofit private school students, teachers and other educational personnel under the programs listed below.

CDE Program Contact:

Anie Wilson, Teacher and Leader Policy Office, awilson@cde.ca.gov, 916-445-5669
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Title II, Part A Improving Teacher and Principal Quality

The LEA must offer to provide Title II, Part A equitable services that address the needs of nonprofit private school students, teachers and other educational personnel. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information filed in the Private School Affidavit is not verified and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify nonprofit status and the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

Title III Immigrant and English Learner Student Subgrant Program

On an annual basis, the LEA must consult with all nonprofit private schools within its boundaries, as to whether the private school students and teachers will participate in the Title III English Language Acquisition, Language Enhancement, and Academic Achievement Program. Consultation with appropriate nonprofit private school officials must be done during the design and development of programs and before decisions are made that affect the opportunities of students and teachers to participate. LEAs may not require documentation that poses an administrative barrier that is inconsistent to their responsibility to ensure equitable participation of private school students and teachers.

School Name	School Code	Enrollment	Title II, Part A Participation	Title III Immigrant Participation	Title III English Learner Participation	School Added
Our Lady of Lourdes Parish	6905780	90	Y	N	Y	N

*****Warning*****

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2018-19 Title I, Part A Nonprofit Private School Participation

The LEA shall provide, on an equitable basis, special educational services or other benefits to nonprofit private school eligible children.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerosc@cde.ca.gov, 916-323-0472

The LEA must offer to provide equitable services that address the needs of eligible students attending nonprofit private school and staff under the programs listed below. The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information field in the Private School Affidavit is not verified, and the CDE takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data if it is being used for the purpose of providing equitable services.

School Name	School Code	Enrollment	Participating	Low Income Student Count	School Added
Our Lady of Lourdes Parish	6905780	90	Y	36	N

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2017-18 Title I, Part A Nonprofit Private School Students Served

This report collects nonprofit private school eligible students served by grade level (receiving Title I, Part A equitable services).

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerosc@cde.ca.gov, 916-323-0472

Our Lady of Lourdes Parish (06 61598 6905780)**Students Served Count by Grade**

Kindergarten Student Count	3
Grade 1 Student Count	5
Grade 2 Student Count	2
Grade 3 Student Count	4
Grade 4 Student Count	4
Grade 5 Student Count	6
Grade 6 Student Count	6
Grade 7 Student Count	3
Grade 8 Student Count	3
Grade 9 Student Count	0
Grade 10 Student Count	0
Grade 11 Student Count	0
Grade 12 Student Count	0
Students Served Total	36

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May 8, 2018
122 Country Club Dr.
Colusa, CA 95932

Dwayne Newman, Superintendent
Colusa Unified School District
745 Tenth St.
Colusa, California 95923

Dear Mr. Newman,

I am writing to request continuing my reduced assignment for the 2018-19 school year, taking advantage of the Reduced Workload Program (Willie Brown Act) offered by our District. I am requesting to work 60% of my regular contract.

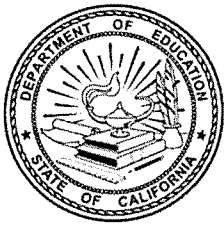
I have discussed my request with Ms. Changus and she has been supportive of my request. If my request is granted, I would like to plan on a 3-day work week, but am open to other possibilities (e.g. reduced day) and would welcome a discussion about possible configurations of my time. In no way do I want to compromise our District or services that we provide for students.

I continue to be grateful for your support, and the support of our School Board for The Reduced Workload Program. The variety in my career assignments and schedule over the years has been significant in sustaining my enthusiasm for teaching and my motivation to meet challenges.

Sincerely,

Roberta James

Cc: Rebecca Changus



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 29, 2018

RECEIVED
MAY 30 2018
BY:

Dwayne Newman, Superintendent
Colusa Unified School District
745 10th Street
Colusa, CA 95932-2220

Dear Superintendent Newman:

Subject: 2016–17 Performance Indicator Review Improvement Plan Successful
Submission

This letter acknowledges the California Department of Education, Special Education Division's, receipt of the Colusa Unified School District 2016–17 Performance Indicator Review Improvement Plan. The elements of the plan have been reviewed and the plan is accepted for implementation.

If you have any questions regarding this matter, please contact Lynne Boone, Education Programs Consultant, Focused Monitoring and Technical Assistance Unit II, by phone at 916-327-3703, or by e-mail at lboone@cde.ca.gov.

Sincerely,

A handwritten signature in cursive script, reading "Donna DeMartini", is written over the typed name.

Donna DeMartini, Administrator
Focused Monitoring and Technical Assistance Unit II
Special Education Division

DD:imb

cc: Charles Wayman, Director, Colusa County Special Education Local
Plan Area and Special Education Director, Colusa Unified School District

California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2018 - 19 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Colusa High School
School Site

Colusa Unified School District
District

Please include the following items with your application:

- ☒ Eligibility Determination Sheet
- ☐ Variance Request Form (if applicable)
- ☐ Quality Criterion 12 Form (if applicable)
- ☒ Award Estimator and Budget Sheet
- ☒ List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Deather S. Thomas
Signature of Agriculture Teacher
Responsible for the Program

Superintendent
Authorized Agent Title

Robert Choyne
Signature of Principal

Contact Phone Number: (530) 458-2156

Date of Local Agency Board Approval: _____

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- ☒ 1. Curriculum and Instruction
- ☒ 2. Leadership and Citizenship Development
- ☒ 3. Practical Application of Occupational Skills
- ☒ 4. Qualified and Competent Personnel
- ☒ 5. Facilities, Equipment, and Materials
- ☒ 6. Community, Business, and Industry Involvement
- ☒ 7. Career Guidance
- ☒ 8. Program Promotion
- ☒ 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA,
PLEASE CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☐ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES,
PLEASE COMPLETE A **VARIANCE REQUEST FORM** FOR EACH
AND CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING
THROUGH THE AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

Award Estimator

DATES OF PROJECT DURATION: JULY 1, 2018 TO JUNE 30, 2019

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>2</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>176</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,408.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 4,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
Total Estimated Award:	<u>\$ 17,908.00</u>

California Department of Education
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE
 GRANT 2018 - 19 APPLICATION FOR FUNDING
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2018)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Please allocate the estimated award from the Award Estimator Sheet, as well as matching funds for each Account Number (4000, 5000, and 6000):

Amount left to Allocate: \$ 0.00

Acct No.	Classification		Description of Items of Funds Being Used	Incentive Grant Funds		Matching Funds
4000	Books & Supplies		Consumable Supplies	\$ 7,900.00		\$ 4,900.00
			Subtotal for 4000	\$ 7,900.00		\$ 4,900.00
5000	Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation	1.	Travel National Convention	\$ 2,000.00		\$ 6,000.00
		2.	Travel State Convention	\$ 3,000.00		\$ 5,000.00
		3.	Greenhand Leadership Conference	\$ 1,100.00		
		4.	MFE/ALA Conferences	\$ 1,000.00		\$ 1,800.00
		5.	FFA Leadership Packets	\$ 1,408.00		
		6.	COLC Travel	\$ 500.00		
		7.	Subs			\$ 4,000.00
		8.	Contest Registrations/Travel	\$ 1,000.00		
		9.				
		10.				
			Subtotal for 5000	\$ 10,008.00		\$ 16,800.00
6000	Capital Outlay, including sites, buildings, improvement of buildings, and equipment	1.				
		2.				
		3.				
		4.				
		5.				
			Subtotal for 6000	\$ 0.00		\$ 0.00
Total Allocated Funds				\$ 17,908.00		\$ 21,700.00

2018/2019 MEMORANDUM OF UNDERSTANDING

Tri-County Induction Program

Sutter County Superintendent of Schools Office
and
Colusa Unified School District -Participating District

General

This Memorandum of Understanding (MOU) is entered into between the Sutter County Superintendent of Schools Office (SCSOS), Local Educational Agency (LEA) for the Tri-County Induction Program, and a participating district or COE referred to as District in this MOU, to implement the Tri-County Induction Program.

The effective date of this MOU is July 1, 2018 – June 30, 2019. The terms of this agreement shall remain in force unless mutually amended.

Purpose

The purpose of this MOU is to establish a formal level of commitment between SCSOS and the District.

Responsibilities – General

A. SCSOS agrees to provide support for the Program Administrator and a secretary to administer the accredited induction program per the Commission on Teacher Credentialing (CTC) and California Department of Education (CDE) guidelines. This includes:

1. Providing workspace for the director and secretary -- including computer and fax access, telephone and office supplies, and meeting space for program activities.
2. Developing, establishing and processing payment for contracts with outside vendors for professional services as needed and/or required.
3. Developing, establishing and processing payment for contracts with Mentors and other personnel for professional services as needed and/or required.
4. Establishing and maintaining accurate records and reports.
5. Supplying to the California Commission on Teacher Credentialing (CTC) and the California State Department of Education (CDE) reports and other information as requested on all matters related to program requirements and activities.

B. The participating district agrees to the following:

1. Appoint a liaison who will regularly attend Advisory Committee meetings (in-person or virtually), oversee all activities within the district and assume the responsibilities established by the Tri-County Induction Program (including notifying TCIP when a candidate leaves before the end of the school year, providing follow-up on Mentors and Candidates not meeting requirements, etc).

Dwayne Newman
Name of liaison
dnewman@colusa.k12.ca.us
Liaison's Email address

2. The district will distribute information about TCIP to **all new hires** at the point of hire so that induction can begin in the teacher's first year of teaching (Precondition 1, Standard 1).
3. The district will notify the Induction program regarding the mentor match within the first 30 days of the candidate's enrollment in the program, matching the mentor and candidate according to credentials held, grade level and/or subject area, as appropriate to the participant's employment (Precondition 2, Standard 4).
4. The district will help TCIP assure that each candidate receives an average of not less than one hour per week of individualized "just in time" support/mentoring coordinated and/or provided by the mentor in a face to face meeting (Precondition 3).
5. The district will assist TCIP in ensuring that CSTP goals for each participating teacher will be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program (Precondition 4, Standard 3).
6. The district guarantees that the Individual Learning Plan will be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes (Precondition 5).
7. The district and/or site will assist TCIP in identifying participants for the Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria (Precondition 6).
8. Provide an annual update about TCIP to the district's governing board with evidence provided to TCIP by **June 30, 2019**.
9. Participate in program evaluation surveys through The Sinclair Group.

Responsibilities – Fiscal

A. SCSOS, in its capacity as LEA, agrees to the overall fiscal responsibility for the funding of the administration of the program.

B. The district agrees to the following – select one:

Program Participation Options

The district will select one of the following options. All Options require full participation in the Tri-County Induction Program (TCIP) by all participants.

☐ **Option 1:**

District pays SCSOS \$2,660 per candidate to select, hire, match and provide continuous training to its Mentors using the criteria as outlined below. Billing will occur half in November and half in May with payments due in December and June. If the district is going to charge the candidate, it is their responsibility to notify the candidate upon hiring and collect all fees due. If the candidate leaves the program during the year, the district will be responsible for reimbursing the cost to the Mentor on a prorated basis. It is the responsibility of the district to notify TCIP when a Candidate or Mentor leaves the Program.

X Option 2*:

***The district agrees to provide written verification of the above selection, hiring, and matching process to TCIP upon request.**

*The district selects, hires, matches and compensates Mentors who have (Standards 2,3,4):

- Knowledge of the context and the content area of the candidate's teaching assignment
- A demonstrated commitment to professional learning and collaboration
- Possess a Clear Teaching Credential with a minimum of three years of effective teaching experience
- The ability, willingness, and flexibility to meet candidate needs for support
- The ability to provide "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills each week for a minimum of a one hour face to face meeting
- A demonstrated ability to facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- The ability to connect candidates with available resources to support their professional growth and accomplishment of the ILP
- The ability to weekly review the CSTP ILP goals and documentation of development/growth with candidates and make adjustments as needed
- Regular attendance at all required trainings, on-time, prepared, and actively involved in a positive professional manner
- Timely responses to survey requests
- The ability to use mentoring instruments appropriately
- Demonstrated best practices in adult learning, commitment
- The ability to reflect on mentoring practice, and engage with mentoring peers in professional learning networks

1. The district supports the release of Mentors (Standard 6):

- Who do not meet Program requirements
- Whose candidate initiates a request to change Mentors
- Who TCIP requests a release based on failure to meet the above criteria

2. The district assumes all financial (litigation) responsibilities stemming from any legal action brought against Tri-County Induction Program from an employee of said District.

Program Participation:

Participating District/COE) shall defend and indemnify the Sutter County Superintendent of Schools Office (SCSOS), its officers, agents and employees, for any claim or cause of action against SCSOS, its officers, agents or employees, arising from SCSOS's performance of services or duties in connection with the Tri-County Induction Program pursuant to the MOU on behalf of (the Participating District/COE). This duty to defend and indemnify includes, but is not limited to, payment of necessary attorneys' fees and other costs incurred in litigation. In the event that a particular claim or cause of action arises from services performed on behalf of (Participating District/COE) or from more than one Participating District/COE, (Participating District/COE) agrees to share costs on an equitable basis.

Signature of District Authorized Official

Name: Dwayne K Newman Title: Superintendent
District: Colusa Unified Email: dnewman@colusa.k12.ca.us

Received at SCSOS _____ Date _____ Superintendent, Sutter County Superintendent of Schools



Teacher Induction Program Preconditions and Program Standards

Commission on Teacher Credentialing

**Standards Adopted
*October 2016***

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811
(888) 921-2682 (toll free)

Teacher Induction

The Teacher Induction standards govern the program for Preliminary Multiple Subject, Single Subject and Education Specialist teachers complete to earn a Clear Teaching Credential.

Preconditions for Teacher Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

Innovative Approaches to Literacy-Memorandum of Agreement between Colusa County Office of Education, Colusa Unified School District, Williams Unified School District, and Maxwell Unified School District

1. General

The Colusa County Office of Education, 345 5th Street, Suite A, Colusa, CA 95932 and:

- Colusa Unified School District, 745 Tenth Street, Colusa, CA,
- Williams Unified School District, 499 Marguerite Street, Suite C, Williams, CA
- Maxwell Unified School District, 515 Oak Street, Maxwell, CA

agree to form a consortium for the purposes of applying for and if awarded implementing the U.S. Department of Education Innovative Approaches to Innovation.

2. Responsibility of the Lead Applicant – Colusa County Office of Education

- a. The Colusa County Office of Education will act as the lead agency and fiscal agent for this grant. The consortium shall include Colusa County Office of Education, .
- b. Colusa County Office of Education is responsible for:
 - i. contracting with the U.S. Department of Education;
 - ii. contracting with identified sub-contractors to include participating community organizations and the external evaluator;
 - iii. hiring or appointing a Project Director for the project to lead and manage the project with fidelity according to the attached management plan.
 - iv. provide fiscal monitors, controls, and reporting; and is responsible for the use of funds;
 - v. ensuring that the project is carried out by the group in accordance with Federal requirements;
 - vi. ensuring that indirect cost funds are determined as required under Education Department General Administrative Regulations (EDGAR) at 34 CFR § 75.564;
 - vii. providing required grant reports to the U.S. Department of Education; and

3. Responsibilities of each LEA:

- a. As indicated by the signature of the authorized representative of each Local Education Agency below, each district is committed to implementing the project as described in the application.
- b. As indicated by the signature of the authorized representatives each unified school district below, each district is committed to every statement in the assurances made in the application to include the Grants.gov Lobbying Form, Disclosure of Lobbying Activities, and the ED GEPA 427.

**Innovative Approaches to Literacy-Memorandum of Agreement between Colusa County
Office of Education, Colusa Unified School District, Williams Unified School District, and
Maxwell Unified School District**

- c. Each district is committed to implementing the activities as described in the application
and the attached High-Quality Management Plan.


Agreed to by:



Michael P. West, Superintendent of Schools,
Colusa County Office of Education

5-15-2018

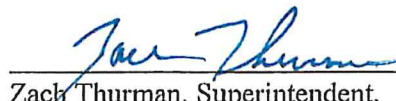
Date



Dwayne Newman, Superintendent,
Colusa Unified School District

5/15/18

Date



Zach Thurman, Superintendent,
Maxwell Unified School District

5-15-18

Date

Dr. Edgar Lampkin, Superintendent,
Williams Unified School District

Date

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

April 1, 2018 TO June 31, 2018

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



14241 South Redwood Road
Bluffdale, UT 84065
Toll free: (800) 383-9362
Fax: (801) 254-3802

BILL TO:

Colusa Unified School District

Sheryl Parker
745 Tenth Street
Colusa, CA 95932
P: +1 530-458-7791

QUOTE

QTE037054

Document Date:

04/24/2018

Page 1/1

SHIP TO:

Colusa Unified School District

Sheryl Parker
745 Tenth Street
Colusa, CA 95932
P: +1 530-458-7791

Customer ID	Ship Via	Sales Rep	Terms	Date
COLU0004	BESTWAY	RULON CRUM	NET 30	04/24/2018

Quantity	UOM	Item #	Description	Unit Price	Extended Price
2	EACH	KIT1000-0818	MS-250 Interface with 7' Cat6 Cable	445.00	890.00
2	EACH	3000-0464	Network, Interface, MS-250, SAFE System	0.00	0.00
2	EACH	1300-1215	Cable, 7', Cat6, Plenum Rated	0.00	0.00
1	EACH	KIT3300-0202	Speaker Kit Ceiling w/ 1 Speaker, 1 tile and 1 of 50 foot - Plenum Speaker & Wire	62.70	62.70
1	EACH	3200-0003	Cable, 50', Speaker Wire, Plenum Rated	0.00	0.00
1	EACH	3300-0043	Tile Bridge, CS-12	0.00	0.00
1	EACH	3300-0044	Speaker, CS-12, Ceiling Speaker, Plenum Rated Back Can	0.00	0.00
2	EACH	1300-0774	Pro Audio Paging Horn Loudspeaker 30W GA-30T	75.00	150.00
1	EACH	1300-1389	JBL CSA280Z 2 X 80W AMPLIFIER, FANLESS, 70/100V, 1U HALF-RACK	495.00	495.00
200	FEET	3200-0011	Cable, Speaker Wire, 18-2c-p, Plenum Rated	0.22	44.00
25	FEET	3200-0107	Cable, 22 awg 2 conductor stranded shielded (OAS) w/drain- WPW-291	0.14	3.50

Bond

If tax exempt, sales tax will be removed upon receipt of Sales Tax Certificate.

The install rates quoted are non-Davis Bacon compliant unless specifically noted on the install line above.

Subtotal	1,645.20
Misc	0.00
Tax	119.30
Freight	22.09
Trade Discount	0.00
Total	\$1,786.59

Prices valid for 90 days.

Drayme K. Newman
5/4/18

TOP TIER DATACOM



Bond

PO Box 621
Lincoln, CA 95648

Tel 916.595.9395
Fax 916.265.1352

service@toptierdatacom.com
Contractors Lic # 880492

PROPOSAL

Date Entered 4/19/2018

Proposal # 850

Prepared For:

COLUSA UNIFIED SCHOOL DISTRICT
745 10th St
Colusa, CA 95932

Due By: 6/18/2018

P.O. #:

Requested by: Lisa/Jeremy

Item	Description	Qty	Cost	Total
SERVICES	Colusa HS Ag barn - Run Multi Mode Indoor/Outdoor 6 strand TB fiber optic cable from IDF in 500 wing to Ag Barn, establish a new IDF, install a 7U enclosed rack and fiber distribution	1	0.00	0.00
RACK	12U enclosed wall rack enclosure - fan cooled and designed for harsh environments NEMA rating 12	1	990.00	990.00T
RACK	Leviton 1U fiber enclosure, 12F MM adapter panel and 6 Unicam LC connectors	2	405.04	810.08T
CABLING-	1" innerduct within the AG Barn	75	0.71	53.25
CABLING-	MM 6 strand TB fiber optic cable indoor/outdoor	350	0.98	343.00
T&M - Regular h...	Labor to pull fiber, land, prep and terminate. Label and laser test. Also, run innerduct from junction box to the IDF in the shed. Patch in connection from Office MDF	18	95.00	1,710.00
Miscellaneous Parts	OM3 LC to ST 2m patch cord	1	19.75	19.75T
Miscellaneous Parts	OM3 LC to LC 2m patch cord	1	19.75	19.75T

I hereby acknowledge and accept above contract to deliver and install equipment/labor listed. New equipment will be warranted for 1 year after completion of installation. Used/refurbished equipment will be noted as used and will be warranted for 90 days after completion of installation.

Subtotal \$3,945.83

Accepted by:

Date:

[Signature] 5/14/18

Sales Tax (7.5%) \$137.97

Total \$4,083.80

CONTRACT #	0
------------	---

COLUSA FLOOR COVERING

711 Market Street - Colusa, CA 95932

Ph.: (530) 458-3790 - Fax: (530) 458-3791 - Email: colusafloorcovering@yahoo.com

Contractor License #364608

PROPOSAL

CUSTOMER: COLUSA UNIFIED SCHOOL DISTRICT			JOB ADDRESS: <i>BURCHFIELD LIBRARY</i>	
STREET: 745 10TH STREET			DIRECTIONS:	
CITY, STATE, ZIP: COLUSA, CA 95932				
SALESPERSON: VALENTE	PHONE (H):	PHONE (W):	OTHER: TERRY 788-2673	DATE: 5/15/2018

		BIN	UNIT	UNIT	AMOUNT
CARPET					
LIBRARY	SHAW		12 x 62		
	CHANGE IN ATTITUDE		82.67 YDS		
	EPBL BACKING				
	COLOR - LIGHTEN UP				
	4 INCH BURKE BASE		40 FT		
	COLOR - BLACK				
CUSTOMER TO: MOVE ALL BOOKS, SHELVES, COMPUTERS, DESKS, ETC.					
CFC TO: REMOVE & DISPOSE OF EXISTING CARPET					

AB 2398: CA Carpet Stewardship Assessment

$$\underline{82.67} \times \$.25/\text{SQ YD.} \quad \$ \quad 20.67$$

TERMS: BALANCE DUE UPON COMPLETION

FLOOR: CUSHION:

METALS:

CONTRACT PRICE	\$	3,700.00
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DEPOSIT

BALANCE

PAYMENT

BALANCE

NOTICE TO OWNER

Under the California Mechanics' Lien Law, any contractor, subcontractor, laborer, supplier, or other person or entity who helps to improve your property, but is not paid for his or her work or supplies, has a right to place a lien on your home, land, or property where the work was performed and to sue in court to obtain payment. This means that after a court hearing, your home, land, and property could be sold by a court officer and the proceeds of the sale used to satisfy what you owe. This can happen even if you paid your contractor in full if the contractor's, subcontractor, laborers, or supplier remain unpaid."

SIGNED:

DATE:



WIKE RESTORATION
1282 Hassett Ave. #1
Yuba City, CA 95991 US
wikerestoration.com

Estimate 000827E

DATE
05/09/2018

TOTAL
\$3,780.42

ADDRESS
Colusa Unified School District
745 Tenth St.
Colusa, CA 95932 USA

PROJECT NAME
CHS Room 403

DISCRIPTION OF WORK
Asbestos Abatement

ACTIVITY	QTY	RATE	AMOUNT
9X9 Floor tile & Mastic Removal of Asbestos containing floor tile and mastic. Floor tile and mastic will be treated as non-friable ACM. All work will be done in accordance with all Federal, State, and Local regulatory agencies. Included in the price is all prevailing wage rates, equipment, materials, disposal, etc. to complete the work as per specifications.	975	3.00	2,925.00
Content manipulation Cost involved with the content manipulation of all items left in the areas to be abated. included in the price is all labor, hauling, boxes, etc to complete the work	1	855.42	855.42

Lic: 947957 B, C-22, ASB, DOSH 1040
DIR: 1000013851
Thank you for your business!

TOTAL \$3,780.42

THANK YOU.

Accepted By

Accepted Date

5/13/18

Ag Grant

Goelz Bros Roofing
P.O. Box 1029
Paradise Calif. 95967
Lic 781769
530-624-5902

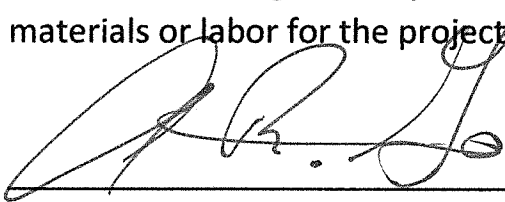
Re: Change Order #1 Phase 4 CHS Roofing Project

\$2,000 change order (credit from contractor)

Credit for labor and disposal costs saved over locker room area, and allowing substitution of material.

Background:

The existing buffalo board was still in good condition over the locker room area. Rather than removing and disposing of it, we capped it with ½" Blue Ridge "Structodek" a high density fiberboard. This doesn't change warranties on materials or labor for the project. Credit will be applied on the final invoice.

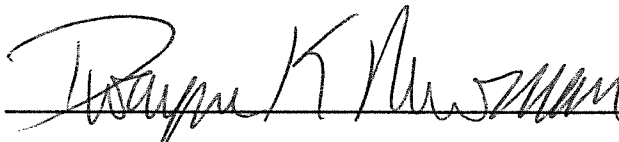


Tony Goelz, Goelz Bros Roofing



Date

Change Order Approved By the District:



Dwayne Newman, Superintendent

Colusa Unified School District