

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 17, 2014

6:00 p.m. Open Session with Closed Session To Follow

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

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

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

6:00 P.M. OPEN SESSION

A. Call to Order

B. Pledge of Allegiance

C. Hearing of Public

The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is 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. Reports:

1. Student's Report

2. Recognitions & Celebrations

3. 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. Student dress code policy – item added by Mr. Forry

2. Cheerleading – item added by Mr. Forry

3. Football Field – item added by Mr. Forry

4. Superintendent's Report

a. Improving Achievement (*standing item*)

b. Management (*standing item*)

E. CSEA (California School Employees Assn.) Representative's Report

F. CEA (Colusa Educators Association) Representative's Report

G. Information/Discussion/Possible Action Items

1. Report on CHS WACS mid-cycle review

2. Consider adoption of the 2014-2015 Budget
3. Consider adoption of the 2014-2015 Local Control Accountability Plan
4. Consider approval of Notice of Selection of Alternative SELPA Organization
5. Consider adoption of Declaration of Need for Fully Qualified Educators
6. Consider adoption of Resolution #2013-14.15 - Ordering a Bond election and establishing specifications of the election order and requesting consolidation with other elections
7. Consider adoption of Resolution #2013-14.16 - establishing a Community Day School and adopting Colusa County School District's Consortium Plan for serving expelled students.
8. Consider adoption of Resolution #2013-14.17 - Ordering biennial election, specifying the number of words for candidate's statements, requesting consolidation of the election, and determining the method of resolving tie votes
9. Consider approval for travel - Mason Hone attending Carnegie Hall Middle School Honors Performance Series in New York City from June 24, 2014 – June 28, 2014

H. Motion to Approve Items on the Consent Action Agenda

1. Consider Approval of Consent Agenda: Regular and Customary Business Items:
 - a. Minutes of May 20, 2014 Regular Board Meeting
 - b. 2014-2015 Consolidated Application - May Submission
 - c. June Payroll
 - d. Personnel Assignment Order #2013/2014.11
 - e. June Associated Student Body Fund
 - f. June Warrants: Batch #43-45
 - g. 4th Quarter Williams Uniform Complaint Procedure for April 1, 2014 – June 30, 2014

J. Hearing of Public for Matters on Closed Session Agenda

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

1. Student Matters:
 - a. Out-of-School Suspensions
 - b. Inter-District Transfers
 - c. Consider approval of Administrative Hearing Panel's recommendation for Expulsion Case EH#2013-14.09
 - d. Consider approval of Administrative Hearing Panel's recommendation for Expulsion Case EH#2013-14.10
 - e. Consider approval of Administrative Hearing Panel's recommendation for Expulsion Hearing EH#2013-14.11
 - f. Consider approval of Administrative Hearing Panel's recommendation for Expulsion Case EH#2013-14.12
2. Personnel Matters:
 - a. Public Employment
 1. New Hires 2013/2014
 2. 13-14 Confidential/Classified ASES Management Salary Schedule
 3. 13-14 Administrative Salary Schedule
 4. Payroll Adjustment for School Nurse
 - b. Public Employee Discipline/Dismissal/Release/Resignations

3. Negotiations:

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

L. Reconvene and announce action taken during Closed Session

1. Consider possible action to approve Inter-district Transfer Agreements
2. Consider possible action to approve AHP recommendation for Expulsion Case EH#2013-14.09
3. Consider possible action to approve AHP recommendation for Expulsion Case EH#2013-14.10
4. Consider possible action to approve AHP recommendation for Expulsion Case EH#2013-14.11
5. Consider possible action to approve AHP recommendation for Expulsion Case EH#2013-14.12
6. Consider possible action to approve 13-14 Confidential/Classified ASES Management Salary Schedule
7. Consider possible action to approve 13-14 Administrative Salary Schedule
8. Consider possible action to approve Payroll Adjustment for School Nurse

M. Adjournment of the Meeting

3. a. 1

Colusa USD | BP 5132 Students

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Legal Reference:**EDUCATION CODE**

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy COLUSA UNIFIED SCHOOL DISTRICT

adopted: September 15, 2009 Colusa, California

Colusa USD | AR 5132 Students

Dress And Grooming

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Uniforms

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

Parents/guardians shall also be informed of their right to have their child exempted.

The principal or designee shall also repeat this notification at the end of the school year so that parents/guardians are reminded before school clothes are likely to be purchased.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

The Superintendent or designee shall establish a method for recycling or exchanging uniforms as students grow out of them.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Regulation COLUSA UNIFIED SCHOOL DISTRICT

approved: September 15, 2009 Colusa, California

6.1



Accrediting Commission for Schools

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FRED VAN LEUVEN, Ed.D.
EXECUTIVE DIRECTOR

MARILYN S. GEORGE, Ed.D.
ASSOCIATE EXECUTIVE DIRECTOR

May 16, 2014

Mr. Darren Brown
Principal
Colusa Alternative High School
817 Colus Ave.
Colusa, CA 95932

Dear Mr. Brown:

ACS WASC has completed its review of the On-site Mid-cycle Visiting Committee Report for Colusa Alternative High School. I am pleased to inform you that the report indicated that your school has given appropriate attention to the critical areas for follow-up noted by the previous visiting committee. Colusa Alternative High School's accreditation is now reaffirmed through the end of the six-year cycle ending in June 2017.

I want to express my appreciation on behalf of the Commission for your efforts and congratulate you for continuing to provide quality education for all students.

Sincerely,

A handwritten signature in black ink, appearing to read "Fred Van Leuven".

Fred Van Leuven, Ed.D.
Executive Director

cc: Review Committee Chair
Superintendent

*for June
Board Meeting*

Colusa Unified School District

745 10th Street

Colusa, California 95932

2014-15 Budget

June 17, 2014

Entire report prepared with State of California SACS Software is available for inspection at District Office
and on the District Website: www.colusa.k12.ca.us

Departments/Business Services/Budget Reports

2014-15 Budget Assumptions

June 17, 2014

The 2014-15 Budget is presented in June 2014 with the following assumptions:

- * ADA stable - no increase - 1395 Total

CUSD TK-12 ADA	1,388
Adult Transition Class	5
Community School ADA	<u>2</u>
TOTAL	1,395

- * LCFF Funding \$7,775/ADA, a 9.5% increase over 13-14

- * Potential New Employee Positions included:

5 - 4 hour/day ParaEducators at Burchfield Primary	\$ 60,000
Additional 2nd Grade Teacher at Burchfield Primary	\$ 65,000
50% Spanish/50% Home School Teacher	\$ 10,000
PE Teacher	\$ 65,000
CHS Vice Principal budget for transition	<u>\$ 56,000</u>
Subtotal Personnel	\$ 256,000

- * \$100,000 cut from Site budgets in 13-14 restored

\$ 100,000

- * Technology Budget addition

\$ 30,000

- * MOT Budget - no increase over 13-14

\$ -

Total Additional Expenditure Items	\$ 386,000
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- * Added Annual Reserve toward Textbook Adoption

\$ 75,000

Multi-Year Projection Summary - JUNE 17, 2014
May Revise Assumptions - Increase in PERS/STRS

	11/12 ACTUALS	12/13 BUDGET	13/14 BUDGET	14/15 BUDGET	15/16 BUDGET	16/17 BUDGET
TOTAL REVENUES	10,691,259	10,608,377	11,809,158	12,161,576	12,377,801	12,617,741
TOTAL EXPENSES & TRANSFERS OUT	11,312,210	10,709,787	12,085,591	11,986,977	12,165,017	12,340,324
TOTAL REVENUES LESS EXPENDITURES	-620,951	-101,409	-276,433	174,599	212,784	277,417
GENERAL FUND BEGINNING BALANCE	2,057,699	1,436,748	1,335,339	1,058,906	1,233,505	1,446,289
LESS AMOUNT ABOVE REVENUES LESS EXP	-620,951	-101,409	-276,433	174,599	212,784	277,417
<i>Less Special Reserve for Textbook Replacement</i>				-75,000	-150,000	-225,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,436,748	1,335,339	1,058,906	1,158,505	1,296,289	1,498,706
% UNDISTRIBUTED RESERVE	12.70%	12.47%	8.76%	9.66%	10.66%	12.14%
3% UNDISTRIBUTED RESERVE IS	339,366	321,294	362,568	359,609	364,951	370,210
AMOUNT ABOVE (-BELOW) 3%	1,097,382	1,014,045	696,338	798,895	931,338	1,128,496
5% UNDISTRIBUTED RESERVE IS	565,611	535,489	604,280	599,349	608,251	617,016
AMOUNT ABOVE (-BELOW) 5%	871,138	799,849	454,626	559,156	688,038	881,690

RECOMMENDED RESERVE 3% Plus one Year LCFF Growth					
LCFF Growth Amount over Prior Year	\$	483,946	\$	957,278	\$ 216,225 \$ 239,940
Plus 3% Reserve	\$	362,568	\$	359,609	\$ 364,951 \$ 370,210
Total Recommended Reserve	\$	846,514	\$	1,316,887	\$ 581,176 \$ 610,150
AMOUNT ABOVE (-BELOW) RECOMMENDED RESERVE	\$	212,392	\$	(158,383)	\$ 715,113 \$ 888,556

LCFF FUNDING ESTIMATE:

TOTAL ADA	1390.88	1395.00	1395.00	1395.00
multiply x SSC Calculated recommended amount per ADA	\$ 7,094	\$ 7,775	\$ 7,930	\$ 8,102
Total LCFF Funding Budgeted	\$ 9,866,903	\$ 10,846,125	\$ 11,062,350	\$ 11,302,290
% Increase over Prior Year	4.60%	9.92%	1.99%	2.17%

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Colusa Unified School District

Contact: Dwayne Newman, District Superintendent, dnewman@Colusa.k12.ca.us, 530.458.7791

LCAP Year: 2014 / 2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

G. 3

be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Background: The mission of Colusa Unified School District is to provide a <u>safe, student-centered, high quality education</u> to <u>ALL</u> students.</p> <p>Definitions:</p> <p><u>Safe-</u></p> <ul style="list-style-type: none"> • Physically safe • Emotionally and psychologically safe • Intellectually safe <p><u>Student Centered-</u></p> <ul style="list-style-type: none"> • To provide a truly student centered education we must put the needs of students above all else. In practical terms a student centered education demands that effort and commitment are not enough, we take a no excuses attitude and find ways to meet the needs of our students. • Student needs come first. • If it's necessary for student safety, we do it. • If it's necessary for student learning, we do it. • If it's necessary for student success, we do it. • If it's necessary for student health, we do it. • If it's better for the students, but more effort for the adults, we do it. 	<p>Question 4. What changes or impacts did the engagement process cause?</p> <p>Context: Colusa Unified School District is located approximately 60 miles north of Sacramento. The community is the county seat for Colusa County, making access to support agencies very convenient. Colusa has a population of 5600. Most of the population is employed in agriculture and the town is considered a family-centered community. The district is comprised of three schools serving kindergarten through twelfth grade and two alternative education programs (Colusa Alternative High School and Colusa Alternative Home School) :</p> <p>TK-3 Burchfield Elementary School 4-8 Eglings Middle School 9-12 Colusa High School/Colusa Alternative High School / Colusa Alternative Home School</p> <p>Burchfield Elementary School serves 466 students and consists of 25 classrooms and a library media center. The student body is 65% Hispanic, 28% white and a small percentage of African American and American Indian. The percentage of English</p>

Involvement Process	Impact on LCAP
<p><u>High Quality Education-</u></p> <ul style="list-style-type: none"> • A high quality education requires excellent instruction. Lessons aligned with standards, engaging, well planned, expertly delivered, fairly and frequently assessed. • Expectations for learning are deeper than they are broad. We teach higher level thinking skills and demand authentic demonstrations of skill mastery. • Our expectations for students are at the highest levels. We don't aspire to be average, we aspire to be the best. Students should be expected to master the content. Which means that we don't expect our average student to know an average amount, we work until every student understands the content in a deep and meaningful way. • Every student should be on a trajectory to achieve at the top, whether it be measured by a standardized test, an art competition, or an athletic contest. This implies that we commit to constantly improving ourselves, and dedicate ourselves to becoming individually and organizationally excellent. • In order to provide a truly high quality education, every staff member must be working to constantly improve their skills. We require expertise of ourselves, and depend upon one another to help grow our skill set. <p><u>ALL Students-</u></p> <ul style="list-style-type: none"> • We take responsibility for all students in our system, and work collaboratively to build an ever improving system which focuses on achievement growth. • We recognize that students come to us at different levels of achievement. But hold a shared commitment to finding ways to eliminate achievement gaps. • Our students come from a variety of cultural and social backgrounds. We constantly work to use this diversity to 	<p>Learners is significant, totaling 46% of the students, as is the percentage of students on free/reduced lunch at 65%. Burchfield Elementary School staff and community strive to work together to create programs and deliver instruction which builds the foundation necessary for educational success. For every student, there is a strong focus on a well-balanced education with high standards aimed at excellence and student empowerment. Parents play very important roles through their active participation and involvement in the school site councils, various annual events and special activities, and volunteering their service in and out of the classroom. Burchfield Elementary has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such as after-school programs, reading specialists, in-school tutoring, and summer school are offered for students who have been retained or are at risk of being retained.</p> <p>Egling Middle School serves 502 students and consists of 28 classrooms, a 4-6 library media center, a 7-8 library media center, and 3 computer labs of between 15-30 computers each. The student body is 32% white, 60% Hispanic, 6% American Indian and a small percentage of African American, Asian and Pacific Islander. The percentage of English Learners and students on free/reduced lunch is significant at 27% and 65% respectively. Egling Middle School staff is very cohesive and articulates well through grades 4-8. The school also benefits from strong parent support in site council, PTA, Friends of Music, and various other entities. Students in this school benefit from a well-balanced academic intervention program, as well as a variety of opportunities in music, activities and athletics. It is the culture of this school to honor academic and activity achievement through many special functions. Retained and at-risk students have options of after-school tutoring and summer school.</p>

Involvement Process	Impact on LCAP
<p>strengthen our system.</p> <p>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.</p> <ul style="list-style-type: none"> • Cooperation with our families means we set a goal of 100% of our parents actively engaged in their student's education. • An excellent education means we expect our students to achieve at above average levels. We are not satisfied with good, we strive for, plan for, and get great achievement. We expect students to be able to demonstrate their learning in multiple ways: on standardized tests, in classroom work, at school, and in our community. • A well-balanced education combines academics and activities. It introduces students to academics, arts and real world experiences as well as providing the foundational skills necessary for success in post-secondary learning or in the world of work. • Notice that we do not say students "...have an opportunity to gain necessary skills," our vision is to insure that every student has the skills necessary. We value effort but expect results. • The skills we feel necessary are those skills which have been identified as keys to success in the 21st Century: Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, and Creativity. <p>Questions 1, 2, and 5. How have Stakeholders been engaged in development of the LCAP, and has the process allowed authentic engagement?</p> <p><u>District Instructional Staff</u> – On the second Tuesday of every month, the Superintendent holds collaboration meetings with instructional staff.</p>	<p>Colusa High School, Colusa Alternative High School and Colusa Home School serve a combined population of 451 students. Colusa High School serves 345, of which 41% are white, 53% are Hispanic, and a small percentage of African American, Asian, American Indian and Pacific Islander. Colusa USD alternative education programs (Colusa Alternative High School, Independent Study, and Colusa Home School) make up the remainder of this population. English Language Learners are somewhat significant here as they total 13% of the population, as are students on free/reduced lunch as they total 50%. CHS has a number of vocational and academic tracks available to students; these include strong Agriculture and Business programs, as well as an Environmental Science Academy. Students are also exposed to well-balanced activities and athletic programs. Colusa Home School program employs teachers to serve a K-12 population of home-schooled and independent study students. This program has grown significantly and now includes a center for students to utilize for extra assistance. All CUSD schools allow home school students to access programs and activities, thus giving this population many opportunities. The CHS campus, which houses the comprehensive school program and the alternative high school also qualifies for the district's current modernization activities. Additionally, students are afforded targeted tutoring and summer school opportunities.</p> <p>CUSD is committed to the notions of transparency, collaboration and community engagement. We realize that our stakeholders have a real, concrete interest in the operation of our schools. Last year the district undertook a planning process which, while it predated the LCAP, had many factors in common with the LCAP. Community meetings, meetings with staff and students, and input from various community groups all were used to gather ideas for improvement.</p>

Involvement Process	Impact on LCAP
<p>During the January, February, and March, the focus of those meetings was to present information and discuss improvement strategies. The format of those meetings were a blend of instruction to staff on the LCFF and LCAP, data analysis, and brainstorming improvement strategies.</p> <p>Building principals also focused on improvement strategies during staff meetings using a similar approach. There is an open “door policy” in the district in regards to sending improvement ideas to the administration, and staff have, on several occasions, sent suggestions directly to the Superintendent. Additionally, Nutrition Services, Maintenance and Transportation and Business Services directors solicited input from their staff in regards to district improvement ideas.</p> <p>The ideas submitted from each group were compiled by the administration team (Principals and Superintendent) and the resulting data assessed in terms of commonalities and practicality.</p> <p>The district adopted a new method of creating site budgets this year. Using a process called “Zero Based Budgeting” staff were challenged to discard the historical budgets that have been the norm, and build a budget based on two key concepts: 1. The needs related to adoption of the Common Core State Standards, and 2. The needs related to ideas for improvement. The district is committed to continuing this effort because it empowers teachers and other “front line” personnel; it respects and values the professional opinions and observations of those most closely engaged with the students; and it allows the entire district to tightly align resources with priorities.</p> <p>Organizations Representing English Learner Parents</p> <p>The Altami Learning Center is a hub of activity and advocacy for the Hispanic / Latino families in our community. The Superintendent held three meetings with the ALC staff and interested parents during the course of this year. The purposes of those meetings were:</p> <ul style="list-style-type: none"> • To expand district connections to a historically under-represented population in our community. • To encourage greater parental involvement in school activities and governance. 	<p>From the ideas generated in those early meetings, the district generated a clear mission and vision, codified its shared values, and set some specific short term goals. We also generated a five-year strategic plan that was less specific in terms of Goals, but expressed what we felt were the most important areas to address in terms of our improvement efforts. Those strategic plan goals are:</p> <ol style="list-style-type: none"> 1. Improving student achievement and closing the existing achievement gaps. <ol style="list-style-type: none"> a) Improving classroom instruction. b) Incorporation of the Common Core State Standards into our curriculum. c) Improving systemic assessments and the system of interventions for students not learning as expected. 2. Maintaining and improving on the educational atmosphere in our schools. 3. Maintaining and improving school-to-home communication. 4. Building a functional and reliable education technology infrastructure. 5. Assessing our facility needs. <p>Throughout the process of building our LCAP, we have continuously re-evaluated whether these items needed to remain priorities for the district, and whether the order of priority should change.</p> <p>There is much overlap of the goals set by the State, and the CUSD goals formulated last year. As we have talked to stakeholders, there is a sense of support for continuing on our current track. None of the groups we talked to had any suggestions which were a radical departure from our current trajectory. More often we</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • To build relationships and seek opportunities for collaboration. • To gather input about how the district could better serve the needs of Hispanic / Latino and English Language Learner Students. <p>Comments and suggestions from those meetings were recorded and incorporated into the LCAP creation process.</p> <p>English Learner Parents</p> <p>The District English Language Acquisition Committee meets the last Monday of each month during the school year. In the January meeting, part of the agenda was dedicated to assessing data about ELL student performance. In February an activity related to formulating improvement strategies was begun, and it finished in March with a voting process which identified the committee's top five prioritized improvement suggestions. These ideas were incorporated with other suggestions and included in the district LCAP. The DLAC reviewed the draft LCAP in April, and again in May. The Superintendent responded with a written reply that was included as part of the May meeting.</p> <p>Comments and ideas were again brought back to the District Leadership Team for consideration and modification of the LCAP final draft.</p> <p>Students</p> <p>Student survey results were one point of information used to formulate the LCAP. The more direct process occurred from March 17 – 20, 2014. During the first three of those dates, the teacher in charge of the Colusa High School Leadership Class presented information to the students on the LCFF and LCAP, and asked students to generate questions and ideas. On March 20, 2014 the Superintendent met with the CHS Leadership Class to hear those ideas, and also lead students in a further activity which documented their thoughts about what the district was already doing well, and where the district might improve services to students. The results of that discussion were presented to District Leadership Team, and the Board of Education. A draft of the LCAP was sent to the teacher to present to the students for additional comments. Those comments were also considered by the DLT and Board during formation of the final LCAP.</p>	<p>heard suggestions which advised minor adjustments to our plan, and encouraged the district leadership to “keep pushing” toward achieving our vision of excellence.</p> <p>Question 6. Annual Update: School Year 14/15 is the baseline year for LCAP implementation. No data as yet exists about how the LCFF process has improved outcomes for pupils.</p> <p>For the current year, and the 14/15 School Year the district will use:</p> <ul style="list-style-type: none"> • Grade Level Assessments (Unit tests, writing samples, grades, GPA, etc.) • Normed benchmark assessments (Star Reading, Star Math, Basic Phonics Skills Test, etc.) • Attendance and Behavioral data • Survey results and comments from parents / community members <p>to measure student growth and achievement.</p>

Involvement Process	Impact on LCAP
<p>County Office of Education and neighboring districts The County Superintendent of Schools and the four district superintendents meet monthly to discuss business, make plans and coordinate activities. The LCAP and planning have been topics of discussion since the template was released. Ideas shared have been brought back, and incorporated into CUSD planning.</p> <p>Community and Parents Each school in CUSD generates a monthly newsletter. As part of the effort to communicate effectively with parents, these newsletters invite participation in the various advisory committees. The school site based committees generate improvement ideas which are then passed on to the district level and become incorporated into the planning. Some of the ideas are site based, and those actions will be incorporated into the single plan for student achievement at the school level. Other ideas are more appropriate to systemic planning, and became part of the LCAP process.</p> <p>The Superintendent is a frequent guest correspondent for the local newspaper. From January to March, eight articles published in the <i>Colusa Sun Herald</i> were related to the LCFF and LCAP. Most of those articles invited either direct contact with the district about improvement ideas or encouraged site level involvement.</p> <p>A community meeting was held on May 7, 2014 to discuss the LCAP process, gather additional ideas and present a preliminary draft of the district's improvement plans for the 14/15 School year. Again, the comments generated were included in the discussion during District Leadership Team meetings, and with the School Board. The Superintendent responded to comments in writing and posted that information on the district web site.</p> <p>Board of Education Information was presented to the school board each month, and also at a special planning meeting held at the District Office on April 15, 2014. The board assisted the DLT with prioritization and alignment of priorities</p>	

Involvement Process	Impact on LCAP
<p>with funding.</p> <p>Question 3. Information provided to stakeholder groups:</p> <p>Data from Parent Surveys.</p> <p>Data from Student Surveys.</p> <p>Data from Staff Surveys.</p> <p>API Scores for the year and trend data.</p> <p>AYP Reports.</p> <p>CELDT Scores and reports.</p> <p>Past improvement planning and strategic planning data.</p> <p>Financial information.</p> <p>Staffing information.</p> <p>Information on research based best practices in all areas of school improvement.</p> <p>A rubric of nine "Indicators of Excellence" based on research from the North Central Association of Schools and Colleges was used to guide the conversation for the various groups.</p>	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not

applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: All teachers fully Credentialed Metric(s): HR & CalPADS data	All CUSD teachers will be fully credentialed in the subject area and for the pupils they are teaching	All	All		No Change – hire and maintain 100% of teaching staff fully credentialed	No Change – hire and maintain 100% of teaching staff fully credentialed	No Change – hire and maintain 100% of teaching staff fully credentialed	Teachers appropriately assigned pursuant to Education Code section 44258.9 (Priority 1)
Need: All students have access to Standards Aligned Materials Metric(s): Williams Oversight. Teacher reports Student & Parent surveys	All CUSD instructional materials will be aligned to Common Core State Standards	All	All		Assessment of available Math materials. Assessment of available ELA materials. Possible adoption of K-8 Math texts.	Implementation of adopted curriculum materials with fidelity. Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of ELA K-12 ELA and Math texts..	Implementation of adopted curriculum materials with fidelity. Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of K-12 ELA and Math texts..	Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (Priority 1)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Facility Improvements Metric(s): Publishing of Facilities Master Plan. Financial records related to Prop 39 expenses. Financial records relating to utility expenses.	Upgrade the physical facilities to improve the learning atmosphere and efficiency	All	All		Creation and adoption of a facilities master plan increases efficiency of MOT Department. Implementation of plan using Prop 39, and possible Bond proceeds frees resources for us in the classrooms.	Continued use of Prop 39 and Bond proceeds creates additional efficiencies. The physical learning environment becomes more comfortable and conducive to learning as construction / installation progresses.	Completion of the Bond projects maximize efficiency gains. MOT staff are re-tasked to more improvement than maintenance jobs – campuses become even more attractive and efficient.	School facilities are maintained in good repair pursuant to Education Code section 17002(d) (Priority 1)
Need: Implementation of Common Core State Standards and Next Generation Science	Full implementation of CCSS including content, instructional strategies, and assessments.	All	All		Classrooms using CCSS / NGSS increase to 60%	Classrooms using CCSS / NGSS increase to 80%	Classrooms using CCSS / NGSS increase to 100%	Implementation of academic content and performance standards adopted by the state board for

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Standards Metric(s): Creation of documents related to CCSS – curriculum maps and calendars. Observations by administrators. CAASPP Results								all pupils, including English learners. (Priority 2)
Need: Expand course of study Metric(s): Course offerings lists.	Explore options and incorporate expanded offerings as possible	All	All		Add Spanish Language, Physical Education, and Math offerings at CHS. Add Physical Education offerings at BPS.	Add offerings as technology and resources allow.	Add offerings as technology and resources allow.	Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Improve Pupil Achievement and Close Achievement Gaps Metric(s): CAASPP CELDT CAHSEE	All students proficient or above, at grade level, or on trajectory to become proficient within 3 years. ELL Students re-classified as FEP by year 4 in the district.	All ELL Minority Low SES	All		District-Wide Scores on CAASPP ELA will be 65% Proficient or above.	District-Wide Scores on CAASPP ELA will be 75% Proficient or above.	District-Wide Scores on CAASPP ELA will be 85% Proficient or above.	Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rates improve. (Priority 4)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					advancing one level each year in the system. CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	advancing one level each year in the system. CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	advancing one level each year in the system. CAHSEE passing rates for first time ELA and Math attempts will increase by 10%	
Need(s): Improve Student Physical Fitness Metric(s): Physical Fitness Tests	Increase % of students scoring in Healthy Fitness Zone on State PF Test	All	All		Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Student scores on State PF Test will improve by an average of 5% in each of the 6 Fitness areas.	Pupil outcomes in the subject areas described in Education Code section 51210 (Priority 8)
Need: Improve and maintain parent involvement Metric(s): Parent Surveys Staff Surveys	Parents involved in CUSD schools as much as they are able and willing.	ALL	ALL		Parent involvement increases. Significant increase observed in populations	Parent involvement increases. Significant increase observed in populations	Parent involvement increases. Significant increase observed in populations	Efforts to seek parent input in decision making, promotion of parent

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils,)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Student Surveys Attendance at District and Site Meetings					typically underrepresented	typically underrepresented	typically underrepresented	participation in programs for unduplicated pupils and special need subgroups. (Priority 3)
Need: Improve and maintain Pupil Engagement Metric(s): Attendance Data Dropout Data Graduation Data	Maintain or increase attendance rates, increase graduation rate, decrease dropout rate.	All	All		Attendance rates remain above 95% for each school. Graduation rate increases to 75%, Dropout rate decreases to 14%	Attendance rates remain above 95% for each school. Graduation rate increases to 80%, Dropout rate decreases to 10%	Attendance rates remain above 95% for each school. Graduation rate increases to 85%, Dropout rate decreases to 5%	School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduations rates. (Priority 5)
Need: Improve and maintain a positive school	Maintain or increase the positive perceptions of	All	All		Surveys indicate 75% of stakeholders recognizing a	Surveys indicate 80% of stakeholders recognizing a	Surveys indicate 85% of stakeholders recognizing a	Pupil suspension rates, pupil expulsion rates,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
climate Metric(s): Parent Surveys Staff Surveys Student Surveys Attendance at District and Site Meetings	Students, Parents, Staff and the Community about the atmosphere in our schools.				positive school climate. Suspension rate drops to 0.8% Expulsion rate drops to 0.4%	positive school climate. Suspension rate drops to 0.7% Expulsion rate drops to 0.3%	positive school climate. Suspension rate drops to 0.6% Expulsion rate drops to 0.2%	other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All CUSD teachers will be fully credentialed in the subject area and for the pupils they are teaching	Teachers appropriately assigned pursuant to Education Code section 44258.9 (Priority 1)	All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area.	LEA – wide		Action: All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. Cost / Source: No additional expenditure	Action: All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. Cost / Source: No additional expenditure	Action: All hiring and assignment of teachers will include a check of credentialing to insure the teacher is fully credentialed in the subject area. Cost / Source: No additional expenditure
All CUSD instructional materials will be aligned to Common Core State Standards	Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119 (Priority 1)	District will reserve funding for purchase of aligned material and expend funds on materials as staff determines those materials to be of high	LEA - wide		Action: Assessment of available Math materials. Assessment of available ELA materials. Possible adoption of K-8 Math texts. Cost / Source: LCFF Funds	Action: Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of ELA K-12 ELA and 8 – 12 Math	Action: Ongoing assessment of available Math materials. Ongoing assessment of available ELA materials. Possible adoption of K-12 ELA and Math texts.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		quality and tightly aligned to Common Core.			approx. \$75,000	texts. Cost / Source: LCFF Funds approx. \$75,000	Cost / Source: LCFF Funds approx. \$75,000
Upgrade the physical facilities to improve the learning atmosphere and efficiency	School facilities are maintained in good repair pursuant to Education Code section 17002(d) (Priority 1	Implementation of plans to repair, improve and maintain physical plant and technology infrastructure while decreasing utility costs.	LEA - wide		<p>Action: Complete Facilities Master Plan which addresses efficiency, program, and tech improvements.</p> <p>Cost / Source: \$50,000 from Developer Fee Fund.</p> <p>Action: Develop a bond project and place it on ballot for voter approval.</p> <p>Cost / Source: \$20,000 from Developer fee fund.</p> <p>Action: Potentially add a portable at BPS.</p> <p>Cost / Source:</p>	<p>Action: Sell Bonds – if approved by voters.</p> <p>Cost / Source: \$500,000 from Bond Proceeds.</p> <p>Action: Begin implementation of bond projects as indicated in FMP and bond language.</p> <p>Cost / Source: \$3.9 Million from Bond Proceeds.</p>	<p>Action: Completion of the Bond Projects</p> <p>Cost / Source: \$1.4 Million from Bond Proceeds.</p> <p>Action: Coordinate efficiency upgrades with bond project using Prop 39 Funds.</p> <p>Cost / Source: \$112,000 Prop 39 Funds</p> <p>Action: Continue to work on priority projects identified in the FMP.</p> <p>Cost / Source: \$40,000 From General Fund</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>\$80,000 from Developer Fee Funds</p> <p>Action: Purchase additional tech equipment</p> <p>Cost / Source: \$40,000 CCIG funds</p>	\$226,000 Prop 39 Funds	
Full implementation of CCSS including content, instructional strategies, and assessments.	Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)	Staff Training and collaborative work to fully implement CCSS, and to use data to assess student achievement progress.	LEA – wide		<p>Action: District hire of a consulting firm to assist staff with full implementation.</p> <p>Cost / Source: Title I Program Improvement Grant \$50,000</p> <p>Action: Teachers & staff select, attend and implement CC trainings.</p> <p>Cost / Source:</p>	<p>Action: District hire of a consulting firm to assist staff with full implementation.</p> <p>Cost / Source: Title I Program Improvement Grant / additional LCFF funds \$50,000</p> <p>Action: Teachers & staff select, attend and implement CC</p>	<p>Action: District hire of a consulting firm to assist staff with full implementation.</p> <p>Cost / Source: Title I Program Improvement Grant / additional LCFF funds \$50,000</p> <p>Action: Teachers & staff select, attend and implement CC</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>Title I Program Improvement Grant \$50,000</p> <p>Action: Staff collaboration days utilized to refine curriculum, assessments, or instruction.</p> <p>Cost / Source: Title I Program Improvement Grant \$50,000</p>	<p>trainings.</p> <p>Cost / Source: Title I Program Improvement Grant / additional LCFF funds \$50,000</p> <p>Action: Staff collaboration days utilized to refine curriculum, assessments, or instruction.</p> <p>Cost / Source: Title I Program Improvement Grant / additional LCFF funds \$50,000</p>	<p>trainings.</p> <p>Cost / Source: Title I Program Improvement Grant / additional LCFF funds \$50,000</p> <p>Action: Addition of courses and modification of courses as needs are identified and</p>
Explore options and incorporate expanded offerings as possible	Pupil enrollment in a broad course of study that includes all of	Addition of courses and modification of courses as needs are	LEA Wide		<p>Action: Add Spanish, PE, and Math offerings at CHS. Change Freshman</p>	<p>Action: Addition of courses and modification of courses as needs are identified and</p>	<p>Action: Addition of courses and modification of courses as needs are identified and</p>

Goal (include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)	identified and as resources available.			Wheel (career exploration) courses as needs identified. Continue CHS Intervention Classes. Add PE courses at BPS. Increase interventions at BPS. Revise curriculum at all levels to incorporate available technology. Cost / Source: \$270,000 LCFF, \$20,000 CCIG	as resources available. Cost / Source: Each FTE teacher costs approx. \$65,000 LCFF	as resources available. Cost / Source: Each FTE teacher costs approx. \$65,000 LCFF
All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.	Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English	Continuation and possible addition of best practice instructional strategies. Continued commitment to low class sizes	LEA – wide		Action: Continued monitoring of best practice instructional strategy implementation. Cost / Source: LCFF Funds \$1,500	Action: Continued monitoring of best practice instructional strategy implementation. Cost / Source: LCFF Funds \$1,500	Action: Continued monitoring of best practice instructional strategy implementation. Cost / Source: LCFF Funds \$1,500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	proficient, English learner reclassification rates improve. (Priority 4)	in the primary grades. Feedback to teachers on best practice instruction. Periodic review of data. Possible addition of norm referenced assessment as an internal systemic check of progress.			Action: Maintain class sizes at or below 24/1 ratio in tk-3. Cost / Source: LCFF Funds \$350,000 Action: Data analysis days and collaboration days focused on improving student achievement. Cost / Source: LCFF Funds \$75,000	Action: Maintain class sizes at or below 24/1 ratio in tk-3. Cost / Source: LCFF Funds \$350,000 Action: Data analysis days and collaboration days focused on improving student achievement. Cost / Source: LCFF Funds \$75,000	Action: Maintain class sizes at or below 24/1 ratio in tk-3. Cost / Source: LCFF Funds \$350,000 Action: Data analysis days and collaboration days focused on improving student achievement. Cost / Source: LCFF Funds \$75,000
Increase % of students scoring in Healthy Fitness Zone on State PF Test	Pupil outcomes in the subject areas described in Education Code section 51210 (Priority 8)	Increase PE offerings	School Wide: Colusa High School Burchfield Primary School		Action: Hire PE teacher Cost / Source: \$65,000 LCFF Funds	Action: Assess need and possibly hire PE teacher Cost / Source: \$65,000 LCFF Funds	Action: Retain PE teachers and explore options for additional curricular and co-curricular activities. Cost / Source: \$65,000 LCFF Funds

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Parents involved in CUSD schools as much as they are able and willing.	Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)	Surveys, school and district activities to engage community and parents.	LEA - Wide		Action: Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. Cost / Source: LCFF Funds \$5,000	Action: Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. Cost / Source: LCFF Funds \$5,000	Action: Continue to monitor parent and community satisfaction via surveys. Ongoing assessment of parent/community involvement – add or modify activities as appropriate. Cost / Source: LCFF Funds \$5,000
Maintain or increase attendance rates, increase graduation rate, decrease dropout rate.	School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduations rates. (Priority 5)		LEA - Wide		Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Implement District Attendance Review Team program. Cost / Source:	Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Sustain District Attendance Review Team Program. Cost / Source:	Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Sustain District Attendance Review Team Program. Cost / Source:

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>
Maintain or increase the positive perceptions of Students, Parents, Staff and the Community about the atmosphere in our schools.	Pupil suspension rates, pupil expulsion rates other local measures, including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)	Surveys, Intervention classes, expanded class offerings, engagement activities, communication	LEA - Wide		Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Implement District Attendance Review Team program. Cost / Source: LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Continue District Attendance Review Team program. Cost / Source: LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>	Action: Continue to monitor student attitudes via surveys. Ongoing positive rewards for attendance. Continue District Attendance Review Team program. Cost / Source: LCFF Funds \$5,000 <i>Also see above actions related to PBIS, class offerings, interventions, and support services.</i>

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students proficient or above, at grade level, or on trajectory to become proficient within 3 years.		For low income pupils:	School Wide – Burchfield Primary Egling Middle		Action: Hire, train and deploy 5 Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: LCFF Funds: \$50,000 Action: Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher. Cost / Source: LCFF Funds \$350,000	Action: Retain Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: LCFF Funds: \$50,000 Action: Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher. Cost / Source: LCFF Funds \$350,000	Action: Retain Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: LCFF Funds: \$50,000 Action: Hire and retain tk-3 teaching staff to keep class sizes at or below 24 pupils / teacher. Cost / Source: LCFF Funds \$350,000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Action: Implement tk-8 summer school program designed with interventions for students who come from low SES families.	Action: Implement tk-8 summer school program designed with interventions for students who come from low SES families.	Action: Implement tk-8 summer school program designed with interventions for students who come from low SES families.
					Cost / Source: \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:	Cost / Source: \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:	Cost / Source: \$26,000 Migrant Ed Funds: \$22,000 LCFF Funds:
ELL Students re-classified as FEP by year 4 in the district.		For English learners:	School Wide -- Burchfield Primary Egling Middle School Colusa High School		Action: Hire 5 Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: \$50,000 LCFF Funds:	Action: Retain Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: \$50,000 LCFF Funds:	Action: Retain Paraprofessional Instructional Aides for intervention and scaffolding. Cost / Source: \$50,000 LCFF Funds:
					Action: Hire and retain tk-3 teaching staff to	Action: Hire and retain tk-3 teaching staff	Action: Hire and retain tk-3 teaching staff to

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					keep class sizes at or below 24 pupils / teacher. Cost / Source: \$180,000 LCFF Funds Action: Implement tk-8 summer school program designed with interventions for students who come from homes where the primary language is other than English. Cost / Source: \$26,000 Migrant Ed Funds \$22,000 LCFF Funds	to keep class sizes at or below 24 pupils / teacher. Cost / Source: \$180,000 LCFF Funds Action: Implement tk-8 summer school program designed with interventions for ELL students. Cost / Source: \$26,000 Migrant Ed Funds \$22,000 LCFF Funds	keep class sizes at or below 24 pupils / teacher. Cost / Source: \$180,000 LCFF Funds Action: Implement tk-8 summer school program designed with interventions for ELL students. Cost / Source: \$26,000 Migrant Ed Funds \$22,000 LCFF Funds
ELL Students re-classified as FEP by		For redesignated fluent English proficient pupils:	School – Wide: Egling Middle School and Colusa High School		Action: Hire, train and deploy teachers for Freshman	Action: Retain teachers for Freshman	Action: Retain teachers for Freshman

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Wheel, Intervention, Spanish and PE Classes.(CHS) Cost / Source: \$120,000 LCFF Funds	Intervention, Spanish and PE Classes for intervention and scaffolding.(CHS) Cost / Source: \$120,000 LCFF Funds	Intervention, Spanish and PE Classes for intervention and scaffolding.(CHS) Cost / Source: \$120,000 LCFF Funds
					Action: Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP. Cost / Source: \$15,000 LCFF Funds	Action: Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP. Cost / Source: \$15,000 LCFF Funds	Action: Implement 7 – 12 summer school program designed with interventions for students who have been reclassified as FEP. Cost / Source: \$15,000 LCFF Funds

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The estimated amount of increase for the 14/15 school year is \$824,311 (280,266 Concentration/\$544,045 Supplemental.)

After discussion with all stakeholders, the District has re-affirmed its commitment to the focus areas described in the 5-Year Strategic Plan adopted in 2013. Those focus areas are: Increasing Student Achievement and Closing Achievement Gaps, Maintaining and Improving the District's Atmosphere and Communication, Improving the District's Technology, and Improving the District's Facilities.

The actions listed in Section B of this plan are aligned with the latest educational research and address the following core questions arising from that research:

- What are students expected to know and be able to do?
- Does the system have, or is it building a guaranteed and viable curriculum?
- Is instructional strategy implemented systemically, and are strategies based on research proven models?
- Is feedback to staff on curriculum and instruction frequent and of high quality?
- Does the District facilitate high-quality, ongoing professional development for instructional staff and leadership?
- Is the District using every opportunity to increase the number of caring adults in contact with students?
- Does the District make intentional and focused efforts to engage the families of traditionally underserved and underrepresented populations?
- Does intervention occur automatically and systematically for both behavioral and academic issues?
- Is there extended time for learning implemented systemically (not simply offered) to students who either are not meeting or who are exceeding expectations?
- Do instructional staff meet in a structured setting to focus on improvement?
- Do class offerings logically align with the curriculum, and do they realistically help prepare the student with 21st Century Learning Skills?
- Do all stakeholders have real and automatic methods of offering input and information to district leadership?
- Does the allocation of financial and human resources logically align with the district's stated improvement priorities?

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided

for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The action items listed above maintain programs already identified as working within the district to improve achievement and close gaps for low - income and ELL students. By adding staff, increasing offerings, adding interventions and supports, use of the LCFF funding will improve or increase programs by using some \$1.129 M directly focused on the unduplicated pupil counts.

Proportionality percentages remain undefined by the California Department of Education. Absent further guidance from Education Code, CUSD has calculated that an increase of 8.1 % increase in funding is attributable to supplemental and concentration grants, while the proposed expenditure equals approximately 10.9%.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

COLUSA UNIFIED SCHOOL DISTRICT

TRUSTEES:
DR. DONALD R. BRANSFORD
MR. TERRY BRESSLER
MR. LINCOLN FORRY
MRS. KELLI GRIFFITH-GARCIA
MR. CHARLES YERXA

745 TENTH STREET, COLUSA, CA 95932
PHONE: (530) 458-7791 • FAX: (530) 458-4030

DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



June 17, 2014

California Department of Education
Attention: Alexa Slater

Colusa County SELPA
Attention: Theresa Hawk

Colusa County Office of Education
Attention: Kay Spurgeon

Re: Notice of selection of alternative SELPA organization, Ed. Code section 56195.3

Dear Ms. Slater, Ms. Hawk, and Ms. Spurgeon:

This is to provide you notice, pursuant to Education Code section 56195.3 that Colusa Unified School District intends to elect an alternative option of SELPA organization from the current option. The current option is an option that includes the county office under section 56195.1(c).

Effective 2015-16 the district will function as part of a SELPA that does not include the Colusa County Office of Education or that does not include it as the Administrative Unit. The district will cooperate with the county office and other school districts in the geographic area in planning its option, and developing the local plan.

On January 9, 2014 Colusa County Office of Education informed this district and all member districts of the Colusa County SELPA that it will not serve as the Administrative Unit after June 30, 2015.

Please let me know if you have any questions.

Sincerely yours,

Dwayne Newman
Superintendent



State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers 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: 2014-2015
☐ 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 / 17 / 14 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, 2015.

Submitted by (Superintendent, Board Secretary, or Designee):

Dwayne Newman

Name

Dwayne K Newman

Signature

Superintendent

Title

530-458-4030

Fax Number

530-458-7791

Telephone Number

6/11/2013

Date

745 Tenth Street, Colusa, CA 95932

Mailing Address

dnewman@colusa.k12.ca.us

E-Mail 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:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
E-Mail Address		

► 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
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	3
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	3
List target language(s) for bilingual authorization:	
<hr/>	
<input type="checkbox"/> Resource Specialist	<hr/>
<input type="checkbox"/> Teacher Librarian Services	<hr/>
<input type="checkbox"/> Visiting Faculty Permit	<hr/>

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	5
Special Education	
TOTAL	10

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 intern 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. _____

Does your agency participate in a Commission-approved college or university intern 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 intern program.

Chico State University, Chapman, National, Brandman University, and Sacramento State

If no, explain why you do not participate in an intern program.

RESOLUTION NO. 2013-14.15

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
COLUSA UNIFIED SCHOOL DISTRICT
ORDERING A SCHOOL BOND ELECTION,
ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER,
AND REQUESTING CONSOLIDATION WITH OTHER ELECTIONS**

WHEREAS, the Colusa Unified School District (the "District") Board of Trustees (the "Board") is authorized to order elections within the District and to designate the specifications thereof, pursuant to Education Code sections 5304 and 5322;

WHEREAS, the Board is further authorized to order elections, pursuant to Education Code sections 15264 *et seq.*, for the purpose of submitting to the electors the question of whether District bonds ("Bonds") shall be issued and sold for specified purposes;

WHEREAS, the Board deems it necessary and advisable to submit a bond measure to the electors that, if approved by the requisite number of electors voting on the measure, would permit the District to issue the Bonds; and

WHEREAS, it is desirable that the election to determine whether the Bonds shall be issued and sold be consolidated with such other election or elections as may be held on the same day in the same territory or in territory that is in part the same.

NOW, THEREFORE, the Board does hereby resolve, determine, and order as follows:

Section 1. Election Order; Ballot Measure. Pursuant to Education Code sections 5304, 5322 and 15264 *et seq.* and article XVI, section 18(b) of the California Constitution, an election shall be held within the boundaries of the District on November 4, 2014, submitting to the voters of the District the question of whether Bonds of the District, in the amount of \$5,900,000 shall be issued and sold for the purposes of improving the quality of education in local schools and protecting the safety of the students of the District. Specifically, Bond proceeds shall be utilized for the purposes authorized by the Constitution and laws of the State of California, all as identified in the full text of the ballot measure, set forth in **Exhibit A** attached hereto and incorporated herein by reference, under the heading "School Facilities Projects to Be Funded with Proceeds of Bonds" (the "Bond Projects"). The Bonds proposed to be issued and sold shall bear interest at a rate not exceeding the statutory limit, and may be issued and sold up to the maximum number of years consistent with the underlying statutory authority for the issuance and sale of the Bonds.

Section 2. Use of Bond Proceeds; Certification of Evaluations; Audit Requirements.

(a) **Use of Bond Proceeds.** Proceeds from the sale of the Bonds may be used only for the purposes specified in article XIII A, section 1(b)(3), of the California Constitution.

(b) **Certification of Evaluations.** The Board hereby certifies that it evaluated safety, class size reduction, and information technology needs in developing the list of the Bond Projects.

(c) Completion of Facilities. Passage of the District's bond measure does not guarantee that all Bond Projects listed in **Exhibit A** will be completed. In addition, certain Bond Projects may require state matching funds. State matching funds may be subject to appropriation by the Legislature or approval of a statewide bond measure.

(d) Performance Audit. The Board shall conduct an annual, independent performance audit to ensure that the Bond funds have been expended only on the specific Bond Projects listed.

(e) Financial Audit. The Board shall conduct an annual, independent financial audit of the proceeds from the sale of the Bonds until all of the proceeds have been expended for the Bond Projects.

Section 3. Accountability Requirements. The District hereby finds or directs that:

(a) Purpose. The purpose of the Bonds is to fund the Bond Projects, as listed in **Exhibit A**;

(b) Proceeds. The bond proceeds shall only be used on the Bond Projects;

(c) Accounts. All proceeds of the Bonds shall be placed in a separate account or accounts; and

Section 4. Vote Required. Pursuant to section 18(b) of article XVI and section 1 of article XIII A of the California Constitution, the bond measure shall become effective only upon the affirmative vote of fifty-five percent (55%) of those voters voting on the measure.

Section 5. County Registrar of Voters to Conduct Election. Pursuant to Education Code section 5303, the Colusa County (the "County") Registrar of Voters is hereby requested to take all steps to prepare for and hold the election within the boundaries of the District in accordance with law and these specifications.

Section 6. Consolidation with Other Elections. Pursuant to sections 5342, 15121, and 15266 of the Education Code and part 3 (commencing with section 10400) of division 10 of the Elections Code, the County Board of Supervisors is requested to order consolidation by the County Registrar of Voters of the school bond election with the other elections to be held on the same day in the same territory or in territory that is in part the same. Pursuant to section 10403 of the Elections Code, the Board hereby acknowledges that the consolidated election will be held and conducted in the manner prescribed by section 10418 of the Elections Code.

Section 7. Canvass of Returns. The County Board of Supervisors is authorized to canvass the returns of the election pursuant to section 10411 of the Elections Code.

Section 8. Services of Registrar of Voters. Pursuant to section 5303 of the Education Code and section 10002 of the Elections Code, the County Board of Supervisors is requested to permit the County Registrar of Voters to render all services incident to the preparation for and holding of the election, for which services the District agrees to reimburse the County with such services to include the publication of a notice of school bond election, and the mailing of the

sample ballot and tax rate statement (described in section 9401 of the Elections Code) pursuant to the terms of section 5363 of the Education Code and the Elections Code.

Section 9. Brief Statement of the Bond Measure. A brief statement of the bond measure is included in **Exhibit A** under the heading "Brief Statement of the Measure." The District hereby requests the County Registrar of Voters to publish the brief statement of the bond measure, as appropriate, and to designate the measure on the ballot by a letter printed on the left margin of the square containing the brief statement of the measure as provided in section 13116 of the Elections Code.

Section 10. Full Text of the Measure. The District hereby requests the Registrar of Voters to publish the full text of the measure which is set forth in **Exhibit A**, attached hereto and incorporated herein by reference, in the ballot materials as appropriate.

Section 11. Specifications of the Election Order. The foregoing specifications of the election order are made pursuant to section 5322 of the Education Code.

Section 12. Delivery of Specifications of the Election Order. The District's Superintendent is hereby directed to deliver not later than July 3, 2014, a certified copy of this Resolution and the tax rate statement to the County Registrar of Voters and a copy of this Resolution to the County Board of Supervisors.

Section 13. General Authorization with Respect to the Bond Election. The members of the District's Board, the Superintendent and the other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things, to execute, deliver, and perform any and all agreements and documents they deem necessary or advisable in order to effectuate the purposes of this Resolution, including, without limitation, to prepare and submit for inclusion in the voter information pamphlet a tax rate statement and an argument in favor of passage of the ballot measure. All actions heretofore taken by the officers and agents of the District that are in conformity with the purposes and intent of this Resolution are hereby ratified, confirmed, and approved in all respects.

Section 14. Encumbrance of Bond Funds. For the purpose of making bond funds unavailable as rent within the meaning of Education Code section 17032, the Board hereby encumbers all funds to be generated by the sale of the bonds in order to pay for the acquisition and construction of the Bond Projects authorized by the ballot measure.

Section 15. State Matching Funds. Certain of the Bond Projects may require state matching funds for the completion of any phase thereof. Approval of the District's bond measure does not guarantee that the proposed Bond Projects will be funded beyond the local revenues generated by the measure. The District's proposal for the Bond Projects may assume receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure.

Section 16. Citizens' Oversight Committee. It is the intent of the Board that a citizens' oversight committee be appointed to ensure that the proceeds of the Bonds are spent only for the specific purposes and projects identified in this Resolution. The membership requirements and

procedures for such committee shall be established by the Board in accordance with the requirements of law.

Section 17. Official Intent to Reimburse Expenditures. The District intends to undertake the acquisition, construction, renovation, furnishing, and equipping of the Bond Projects as described in **Exhibit A**. The District intends to use the proceeds of its general obligation bonds described in this Resolution to finance the Bond Projects. The District may pay certain capital expenditures (the “Reimbursement Expenditures”) in connection with the Bond Projects prior to the issuance of the Bonds. The District reasonably expects that Bonds in an amount not expected to exceed \$5,900,000 will be issued by it for the purpose of financing the Bond Projects on a long-term basis and that certain of the proceeds of such debt obligations may be used to reimburse the District for the Reimbursement Expenditures.

The Board hereby declares the District’s official intent to use a portion of the proceeds of the Bonds to reimburse the District for the Reimbursement Expenditures. The foregoing statement is a declaration of official intent that is made under and only for the purpose of establishing compliance with the requirements of Treasury Regulations section 1.150-2.

Section 18. Tax Rate Statement. The Board hereby approves the form of the tax rate statement attached hereto as **Exhibit B** and incorporated herein by reference. The District hereby requests the County Registrar of Voters to publish the tax rate statement contained in **Exhibit B**.

Section 19. Effective Date. This Resolution shall take effect immediately upon its adoption.

[Remainder of Page Intentionally Left Blank]

This Resolution of the Board of Trustees of the Colusa Unified School District Ordering a School Bond Election, Establishing Specifications of the Election Order, and Requesting Consolidation with Other Elections is **approved, passed, and adopted** on June 17, 2014, by the Colusa Unified School District Board of Trustees by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President of the Board of Trustees

ATTEST:

Secretary of the Board of Trustees

EXHIBIT A
FULL TEXT OF THE MEASURE

Upon the passage of Measure _____, the Colusa Unified School District (the "District") shall be authorized to issue bonds in the aggregate amount of \$5,900,000, bearing interest at rates not exceeding the statutory limit, for the purpose of funding the school facilities projects listed below under the heading "School Facilities Projects to Be Funded with Proceeds of Bonds" (the "Bond Project List").

Proposition 39 Bond Accountability Measures

At its June 17, 2014 meeting, the Board of Trustees (the "Board") certified that it evaluated safety, class size reduction, and information technology needs in developing the Bond Project List set forth below. The proceeds of the Bonds shall be used only for the projects identified in the Bond Project List, and not for any other purpose (i.e., teacher and administrative salaries and other school operating expenses).

The District will deposit the proceeds of the bonds in a separate account. The Board is bound to conduct financial and performance audits annually to account for the bond funds and to assure that funds have only been expended on the specific projects authorized. The District shall prepare and deliver an annual report to the Board containing the amount of funds collected and expended as well as the status of school facilities projects authorized to be funded by proceeds of the bonds.

The Board will appoint a citizen's oversight committee (the "Committee") having a minimum of seven members and including at least one member active in a business organization representing the business community located within the District, one member active in a senior citizens' organization, one member active in a bona fide taxpayers' organization, one member who is the parent or guardian of a child enrolled in the District, and one member who is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization.

School Facilities Projects to Be Funded with Proceeds of Bonds

Install/update/replace/repair fire, intruder, and life safety systems as required by current codes. These systems could include, but are not be limited to: Ansul (kitchen fire suppression) systems; panic door hardware; fire detection and suppression systems; upgrade existing spaces for fire safety.

Install security/surveillance systems and fencing. Replace/repair systems necessary for enhanced student, staff, and/or public safety. Install updated entry systems to control access.

Replace/repair public address, intercom, clock and bell systems.

Abate and remove hazardous materials identified prior or during construction.

Install/update/replace/repair American Disability Act systems as required by current codes. These systems could include, but are not be limited to: installation or repair of accessibility ramps to portable classrooms, handrails, signage, curb ramps, accessible doors and door hardware, accessible restrooms - both student and staff, accessible drinking fountains, site asphalt and/or concrete for path of travel and parking.

Other improvements required to comply with existing building codes, including the Field Act, and access requirements of the Americans with Disabilities Act.

Replace/repair/install heating, ventilation, and air conditioning systems with new energy efficient systems. Install energy management systems, to promote energy efficiency and cost reduction.

Upgrade electrical systems to current standards.

Replace/repair interior and exterior lighting systems and controls.

Replace/repair water and sewer systems. Upgrade student and staff restrooms to current health and hygiene standards.

Replace/repair roof and roof drainage systems at primary and high school. Replace areas damaged due to dry rot.

Replace flooring in middle school gym.

Replace old/worn carpet and tile in selected areas.

Science classroom upgrades including new flooring, lab furniture and equipment, water and gas supply lines, safety and work stations.

Library and other classroom upgrades including new flooring, fixtures, technology upgrades, furniture and equipment.

Install/repair/ replace technology infrastructure components related to the district computer network and supporting wireless network access.

Repair/replace vocational agriculture barn / sheds.

Replace furniture fixtures and equipment necessary to improve math, science, reading and writing skills.

Necessary site preparation/restoration in connection with new construction, renovation or remodeling, or installation or removal of re-locatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines (such as gas lines, water lines, electrical lines, sewer lines, and communication lines), trees and landscaping.

All work necessary and incidental to specific projects described above, including demolition of existing structures.

Address unforeseen conditions revealed by construction/modernization (such as plumbing or gas line breaks, dry rot, seismic, structural, etc.)

Rental or construction of storage facilities and other space on an interim basis, as needed to accommodate construction materials, equipment, and personnel.

The listed projects will be completed as determined by the Board based upon the recommendations of the Citizen's Oversight Committee and subject to the availability of funding. or – The listed projects will be completed subject to the availability of funding. The costs of the entire Bond Project List exceeds the amount of bonds authorized by Measure _____. Approval of the District's Measure _____ does not guarantee that the proposed school facilities projects in the District that are the subject of bonds under Measure _____ will be funded beyond the local revenues generated by Measure _____. The District's proposal for the school facilities projects may assume receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure. The allocation of bond proceeds may also be affected by the final costs of each project. In the absence of state matching funds, which the District will aggressively pursue to reduce the District's share of the costs of the projects, the District may not be able to complete some of the projects identified in Measure _____.

The budget for each project is an estimate and may be affected by factors beyond the District's control. The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating enhanced and operationally efficient campuses. Necessary relocation assistance, site preparation/restoration and landscaping, may occur in connection with new construction, renovation or remodeling, or installation or removal of portable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, redirecting fire access, and acquiring any necessary easements, licenses, or rights of way to the property.

Brief Statement of the Measure

The ballot measure shall read as follows:

MEASURE ____: "To improve Colusa students' math, science, reading, and writing skills, by repairing leaky roofs, deteriorating restrooms, plumbing, heating, wiring; providing modern computer technology; renovating outdated classrooms, libraries, agricultural/vocational facilities, science and computer labs; improving fire alarms and school safety; removing asbestos and hazardous materials; acquiring, renovating, constructing, equipping accessible classrooms, sites and facilities; shall Colusa Unified School District issue \$5,900,000 in bonds at legal rates, using independent citizen oversight, no money for administrators, all funds staying local?"

BONDS-YES

BONDS-NO

EXHIBIT B

TAX RATE STATEMENT

An election will be held in the Colusa Unified School District (the “District”) on November 4, 2014, to authorize the sale of up to \$5.9 million in bonds for the District to continue improving the quality of education in local schools and protecting the safety of the students of the District. Specifically, bond proceeds shall be utilized for the purposes of acquisition, construction, renovation, furnishing, and equipping of school facilities, support facilities, and equipment.

If the bonds are authorized and sold, debt service thereon will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with sections 9400-9404 of the Elections Code of the State of California. It is anticipated that the District will sell the bonds in two series.

1. The best estimate of the tax which would be required to be levied to fund this bond issue during the first fiscal year after the sale of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is 47.61¢ per \$100 (\$47.61 per \$100,000) of assessed valuation in fiscal year 2015–2016.

2. The best estimate of the tax which would be required to be levied to fund this bond issue during the first fiscal year after the last sale of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is 47.97¢ per \$100 (\$47.97 per \$100,000) of assessed valuation in fiscal year 2017–2018.

3. The best estimate of the highest tax rate which would be required to be levied to fund this bond issue, based on estimated assessed valuations available at the time of filing of this statement, is 47.97¢ per \$100 (\$47.97 per \$100,000) of assessed valuation in fiscal years 2017–2018, and 2035–2036.

4. The best estimate of the average tax rate which would be required to be levied to fund this bond issue during the life of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is 47.55¢ per \$100 (\$47.55 per \$100,000) of assessed valuation.

Voters should note that the estimated tax rates are based on the *ASSESSED VALUE* of taxable property on the County’s official tax rolls, not on the property’s market value. Property owners should consult their own property tax bills to determine their property’s assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District’s projections and estimates only, which are not binding upon the District. The actual tax rates and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds.

The dates of sale and the amount of bonds sold at any given time will be determined by the District based on the need for construction funds and other factors, including the legal limitations on bonds approved by a 55% vote. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Dated: June 17, 2014

Dwayne Newman, Superintendent
Colusa Unified School District

CERTIFICATION

I, Dwayne Newman, Secretary of the Board of Trustees of the Colusa Unified School District, Colusa County, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly approved and adopted by the Board of Trustees of the District at a meeting held on June 17, 2014, of which meeting all the members of the Board of Trustees had due notice and at which a majority thereof were present, and that at the meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

An agenda for the meeting was provided in advance of the meeting, as required by law, to all members of the Board of Trustees and to all media outlets that have requested notification. Further the agenda was posted in advance of the meeting, as required by law, at the District at 745 Tenth Street, Colusa, CA 95932, a location freely accessible to members of the public, and a brief description of the resolution appeared on the agenda.

I have carefully compared the foregoing resolution with the original minutes of the meeting on file and of record in my office, and the foregoing is a full, true, and correct copy of the original resolution adopted at the meeting and entered in the minutes.

Dated: June 17, 2014

Dwayne Newman, Secretary of the Board of Trustees
Colusa Unified School District

Colusa County School Districts' Consortium Plan

For

Serving Expelled Students

2014-2015



Dwayne Newman, Superintendent
Colusa Unified School District

Ron Turner, Superintendent
Maxwell Unified School District

Carol Geyer, Superintendent
Pierce Joint Unified School District

Jennifer Foglesong, Superintendent
Williams Unified School District

Colusa County School District's Consortium Plan for Serving Expelled Students

Introduction

Education Code 48926 requires a countywide plan, which shall include the following provisions:

- a. Enumerate existing educational alternatives for expelled youth
- b. Identify gaps in educational services to expelled pupils
- c. Identify strategies for filling those gaps in services
- d. Identify alternative placement for pupils who are expelled from districts within the county.

Educational programs within the County of Colusa provide a variety of opportunities for students who are in need of traditional and/or alternative education programs. Individual school districts offer a variety of program options within their respective schools. The Colusa Unified School District operates a Community Day School and Opportunity Classes.

A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. The rehabilitation plan may involve one or more of the options outlined. A student who is simply in need of an educational alternative may also access these programs through a Parent request, and/or District referral process.

Education Code 48926:

The Superintendent of Colusa Unified School District operates a community day school pursuant to Section 1980, in conjunction with superintendents of the school districts within the county, shall develop a plan to provide education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the County Board of Education.

The plan shall enumerate existing

- 1) educational alternatives for expelled pupils,
- 2) identify gaps in educational services to expelled pupils, and
- 3) strategies for filling those service gaps.
- 4) The plan shall also identify alternative placements for pupils who are expelled and have been placed in district alternative education programs, but who fail to meet

the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each county superintendent of schools, in conjunction with the superintendents of the school districts, shall submit to the Superintendent of Public Instruction the county plan for providing educational services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to Section 48916.1, on June 30th, thereafter.

Education Code 48916.1:

- a. At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provision of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.
- b. Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools.
- c. Any educational program provided pursuant to subdivision (b) may not be situated within or on the grounds of the school from which the pupil was expelled.
- d. If the pupil subject to the expulsion order was expelled from kindergarten or grades 1 to 6, inclusive, the education program provided pursuant to subdivision (b) may not be combined or merged with educational programs offered to pupils in any of the grades 7 to 12, inclusive. The district or county consortium is the only program required to be provided to expelled pupils as determined by the governing board of the school district.
- e. Each school district shall maintain data as specified in this subdivision and report the data annually to the State Department of Education, commencing June 1, 1997, on forms provided by the State Department of Education. The school district shall maintain the following data:
 1. The number of pupils recommended for expulsion;
 2. The grounds for each recommended expulsion;
 3. Whether the pupil was subsequently expelled;
 4. Whether the expulsion order was suspended;
 5. The type of referral made after the expulsion; and
 6. The disposition of the pupil after the end of the period of expulsion.
- f. When a school district does not report outcome data as required by this subdivision, the Superintendent of Public Instruction may not apportion any further money to the school district pursuant to Section 48664 until the school district is in compliance with the provisions of this subdivision. Before withholding the apportionment of funds to a school district pursuant to this subdivision, the

Superintendent of Public Instructions shall give written notice to the governing board of the school district pursuant to this subdivision, the Superintendent of Public Instruction shall give written notice to the governing board of the school district that the school district has failed to report the data required by paragraph (1) and that the school district has 30 calendar days from the date of the written notice of noncompliance to report the requested data and thereby avoid the withholding of the apportionment of funds.

- g. If the county superintendent of schools is unable for any reason to serve the expelled pupils of a school district within the county, the governing board of that school district may enter into an agreement with a County Superintendent of Schools in another county to provide education services for the district's expelled pupils.

Existing School District Alternatives for Expelled Students

Each school district will take steps to see that services are provided for students who have an expulsion hearing. A student whose behavior has resulted in expulsion shall be given a rehabilitation plan that is designed by the district of residence. Any recommended placement should be monitored and appropriate documentation maintained. This plan may involve one or more of the options outlined below.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout Colusa County for students recommended for expulsion include, but are not limited to, the following options:

1. *Expulsion, suspended order, with placement on the same school campus;*
2. *Expulsion, suspended order, with placement on a different campus within the district;*
3. *Expulsion, suspended order, with placement in District Independent Study, if the parent consents;*
4. *Expulsion, suspended order, with subsequent transfer to another district following interdistrict request processes;*
5. *Expulsion, suspended order, with transfer to the Colusa Unified School District Community Day School Program;*
6. *Expulsion with subsequent transfer to Community Day school within another district; or*
7. *Expulsion with referral to the Colusa Unified School District Community Day School Program.*

Colusa County Consortium Plan

For Serving Expelled Students

The Colusa Unified School District Board of Education and the Governing Boards of each school district within Colusa County believe that all students are entitled to an appropriate public education. Access to educational services will assist students to achieve their educational, career, and life goals; minimize future involvement with the Juvenile Court System for those students at risk; and maximize the opportunity for a higher quality of life.

The Colusa Unified School District Board of Education, the Colusa County Superintendent of Schools, and the Governing Boards for the three other Colusa County School Districts shall make every effort to keep all students in a school where an appropriate education can be provided, including those students who are expelled.

Educational programs within Colusa County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts in Colusa County offer a broad spectrum of educational alternatives, including, but not limited to:

- Counseling Services
- After School Tutoring
- Alternative Educational Programs, i.e. Continuation/Alternative High Schools, Independent Study, Home Schooling, In-House Suspension and Home Suspension
- Peer Tutoring/Peer Counseling
- DART Referrals
- ~~Referrals~~
- Parent Contacts and Home Visits

Together, the four Colusa County School Districts offer a significant continuum of services providing alternatives to students prior to expulsion and services for expelled students.

Colusa Unified School District Overview

The Colusa Unified School District will offer an educational option for expelled students through the Community Day School, provided ADA is adequate to support the program.

The Colusa County Consortium Community Day School program is a permissive educational program that provides the four local school districts with an educational option for expelled youth.

Colusa County Educational Alternatives for Expelled Youths

The Colusa County Consortium offers the following options for expelled youth:

1. Colusa Unified School District Community Day School

Gaps in Educational Services

Six major gaps exist in respect to providing a comprehensive system of educational services to expelled students.

1. The school districts in Colusa County are small and generally expel a small number of students during the course of a school year. Developing programs for such students, located in each district, is not financially possible. The districts must work to develop solutions that are both educationally sound and financially possible.

Colusa Consortium Strategy for Addressing This Gap:

- A. Students expelled under mandatory expulsion Education Codes will be referred to the Colusa Unified School District Community Day School.
 - B. Depending on the Education Code violation, students may be placed on a suspended expulsion and allowed to remain on the school site with a mandatory behavior contract, terms and conditions.
 - C. Depending on the Education Code violation, a student may be placed on a suspended expulsion and placed at a District Alternative/Continuation High School or in Independent Study, with a mandatory behavior contract, terms and conditions.
 - D. An expelled student may possibly attend another district under a mandatory behavior contract, as determined by established interdistrict agreements.
 - E. Districts will continue to explore other possible means of discipline in lieu of expulsion when a student commits an expellable offense. Districts will continue to explore other means of discipline prior to expelling a student.
2. The district-operated Community Day School option for expelled students, as described in current California Education Code, is difficult for the local districts to develop due to the following reasons:
 - A. The six (6) hour, or 360 minute day exceeds the required hours for a minimum school day (240 minutes), the required hours for a continuation school day (15 hours per week), and the required hours for students enrolled in the various elementary school programs, and the current 240 minutes used by the Colusa County Community School program.
 - B. Access to the additional funding is restricted by having the student complete six hours of hour-by-hour attendance accounting in order for the district to receive the additional funding, and requiring additional attendance booking and record keeping.

- C. The District Community Day School program limits the available instructional strategies which can be used, such as contracted study, which limits the program flexibility required for success.
- D. The separation of students in grades K-6 from students in grades 7- 12 also creates boundaries that will be financially and/or geographically difficult.
- E. The cap on the number of students able to be served by small districts severely limits the availability for each individual school district to operate their own Community Day School.

Colusa County/District Strategy for Addressing This Gap:

- A. Expelled students in grades 7-12 will be referred to the Colusa Unified School District Community Day School
3. A student could be expelled from the District under Education Code 48915 and referred to a Community Day School.

Colusa County/District Strategy for Addressing This Gap:

- A. Colusa Unified School District will develop, in collaboration with the Colusa County Probation Department, alternative strategies for those expelled students who commit another violation of Education Code 48915 while attending Colusa Unified School District Community Day School.
 - B. The truancy notification process will begin on students with three (3) unexcused absences or three (3) tardies of thirty minutes or more. Probation will be notified immediately for those students on probation and not attending school.
 - C. A County Student Study Team may be established to evaluate the student's needs and suggest alternative placements.
 - D. When all educational options available to Colusa County have been exhausted, placement in a contiguous county will be explored. Colusa Unified School District will establish a reciprocal consideration relationship with Glenn, Yolo and Sutter counties in order to address the service gap.
4. Students who are expelled by the individual small school districts within Colusa County vary as to age, grade level and expulsion offenses. The wide range of age, grade level and seriousness of the offense makes it difficult to provide appropriate programs for these districts.

Colusa County/District Strategy for Addressing This Gap:

- A. Expelled students will be referred to the Colusa Unified School District Community Day School. Colusa Unified School District staff will develop alternative strategies for working with these students. The Community Day School staff will offer curriculum for grades 7-12.
5. There are significant geographical distances between local small districts, thus the Colusa Unified School District operated Community Day School would require either extensive busing, which is not financially feasible for the districts, or parent provided transportation, which is often impossible for the parents.

Colusa County/District Strategy for Addressing This Gap

- A. Colusa County Transit will be available at a minimum cost to transport students and/or parents will be responsible to transport their children to school. Special Education Students may access transportation through the IEP process. Other transportation options will continue to be explored.
- 6. Students in Kindergarten and grades one through six who are expelled do not have the same educational options available as do expelled students who are in grades seven through twelve. The number of expelled students in grades one through six are not significant enough to develop an elementary school classroom or program. The geographic spread of the schools and the scarcity of expulsion cases present a challenge to establishment of a program to serve this group.

Colusa County/District Strategy for Addressing This Gap:

- A. A separate Community Day School may be established to serve students in grades one through six if the number of mandatory expulsions in the county increase to provide sufficient ADA to fund an additional school. Elementary students may not be housed at the same campus as students in grades 7-12. Current Colusa County Office of Education programs for expelled students are all housed on a single site.
- B. A student may possibly attend another district under a mandatory behavior contract, per existing interdistrict agreements.
- C. The elementary districts will use all their local alternatives in providing educational programs for their expelled students.
- D. Districts will monitor changes under the Community Day School and community school legislation. Joint planning may result in options that do not currently exist between participating districts.
- E. In the event that a program serving K-6 expelled students is established by the Colusa County Office of Education, an alternative location will be developed in conjunction with the districts.

Process for Referral to the Colusa Unified School District Community Day School

Step I

The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an education program is provided to the expelled student within or outside the school district.

Step II

Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, or the Colusa Unified School District Community Day School.

Colusa Unified School District, Community Day School staff and district staff will review the district rehabilitation plan, and develop an individual learning plan for each student, based on their individual needs and circumstances. Parents will be included and expected to work cooperatively in addressing the needs of their children. Part of this plan may include returning to the school district of residence, once established goals are met. Alternative strategies will be developed by Community Day School staff for those students who have difficulty meeting the terms and conditions of their District designed rehabilitation plan. Transportation services are not provided.

Students referred to the Colusa Unified School District Community Day School from the other districts are under the plan developed by each district and will be held accountable to both the referring district and Colusa Unified School District. If a placement at Colusa Unified School District Community Day School (CUSDCDS) does not result in meeting the student's needs or the student commits an offense that precludes their continued attendance at CUSDCDS, the student will be referred back to the district.

The district will provide documents required for enrollment (i.e. referral form, California Statewide Student Identifier number, cumulative file, expulsion-rehabilitation plan) at the time of referral from the district governing board to the Colusa Unified School District. Colusa Unified School District Community Day School will provide districts with progress reports and notification of a student's change in residence, termination from the program or completion of requirements for graduation. District administrators will be provided data necessary to meet all reporting requirements of Ed Code 48916.

Revenue generated by the student ADA while in attendance at the Community Day School, and any special one-time funds, constitute the source of funding for the Colusa Unified School District Community Day School. In the event the costs of operating programs that have been requested by the districts should exceed revenue generated by ADA and associated funds, excess costs will be billed back to the districts based on an agreed upon formula 50% of which is an even split of costs, with the other 50% being

weighted based upon prior year ADA. Districts shall be directly involved in creating new programs that address specific district needs and which may generate costs to the districts.

Any student referred to the Colusa Unified School District Community Day School that has an active Individual Education Plan, must include IEP language that identifies how the provisions of the IEP will be implemented at the new placement. Prior to placement at the Community Day School, the IEP team, with representatives from the Community Day School and the district, will determine that the Community Day School is an appropriate placement and the IEP can be implemented at that site. SELPA coordination will be necessary to insure that the student's needs can and will be addressed by appropriately credentialed staff. Every effort must be made to insure compliance with PL 101476 in the event of a special education student expulsion. It is anticipated that Colusa Unified School District and the Special Education staff at the referring district site will coordinate the efforts to determine the most appropriate placement and continuity of IEP implementation.

Should it become necessary to reevaluate the appropriateness of services and/or placement as mandated in a student's IEP, while the student is in attendance in a Colusa Consortium program, representatives from the referring district will be invited to participate in any meetings where change of services or placement will be discussed.

Districts agree to notify the Colusa Unified School District by February 1, of the school year prior to implementing alternative programs of any decision that would result in a significant loss of ADA for the Community Day School. The notification would allow the Colusa Unified School District to adjust staff size for the following year and present March 15 notification as required by Ed Code. Should a district fail to notify the Colusa Unified School District in a timely manner, and deficits result, that district will be included in the bill back based on figures generated from the prior attendance period, whether the district remains in the program or not.

The monthly meetings of the Superintendents Council will provide a structure to facilitate dialogue between the Community Day School and the districts to address curriculum coordination, graduation requirements, standardized testing, courses of study, and other topics of mutual interest.

**EXPULSION
RECOMMENDED PLAN OF REHABILITATION**

Student _____ DOB _____ School Site _____ Grade _____

Expulsion Order Effective Dates: _____ / _____ / _____ to _____ / _____ / _____

Reason for Expulsion (Ed. Code Violation) _____

Elements of the Recommended Rehabilitation Plan

REQUIRED:

- ☐ Enroll in another school district, community school, or community day school
- ☐ Periodic review for readmission and/or assessment
- ☐ Restricted from school campus/activities
- ☐ Turn in books and all property of school district
- ☐ Restitution
- ☐ Maintain appropriate behavior and not pose a danger to others
- ☐ Compliance with conditions of expulsion
- ☐ Other Rehabilitative Programs

RECOMMENDATIONS FOR:

- ☐ Tutoring
- ☐ Special Education Assessment
- ☐ Job Training
- ☐ Counseling
- ☐ Employment
- ☐ Other Recommendations

OTHER: (If the student is being recommended to CUSDCDS.)

- ☐ A list of the most recent curriculum materials used by the student before exiting the district. Include name of publisher, edition, and title of all texts. Also include a copy of the district curriculum maps and any information about where the student was at in the curriculum when they exited the district.
- ☐ A copy of all achievement test results for the past three years. Include both state and local benchmark assessments.
- ☐ Recommendations for social, emotional, or other counseling which might benefit the student.
- ☐ Additional criteria the district requires or will review prior to readmission:

Student performance in the area checked above will be reviewed as part of the readmission process.
Successful completion of the Rehabilitation Plan will assist in determining if readmission is warranted.

District Superintendent _____ Date _____ Pupil _____ Date _____

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, California 95932

RESOLUTION #2013-14.17

**COMBINED RESOLUTION
OF THE GOVERNING BOARD OF THE COLUSA UNIFIED SCHOOL DISTRICT
ORDERING BIENNIAL ELECTION, SPECIFYING THE NUMBER OF WORDS FOR
CANDIDATE'S STATEMENTS, REQUESTING CONSOLIDATION OF THE ELECTION, AND
DETERMINING THE METHOD OF RESOLVING TIE VOTES**

WHEREAS, Education Code Section 5304 requires this Board to order elections held in this District; and

WHEREAS, Education Code Section 5000 provides for a regular biennial election to elect members to the Governing Board of the School District; and

WHEREAS, there will be a total of two offices elected at large to be filled at the election, these offices are now held by the following Board members:

Donald Bransford
Charles Yerxa

And

WHEREAS, Elec. Code, Section 10509 and Elec. Code 13307 requires this Board to fix and determine the number of words that a candidate may submit for his or her candidate's statement and to determine if the District or the candidate will pay the cost of the statement; and

WHEREAS, Educ. Code, Section 5342 authorizes the consolidation of school district elections with other elections held on the same day by political subdivisions whose boundaries may totally or partially be coterminous within this District; and

WHEREAS, Educ. Code, Section 5016 requires the District to decide in advance the method to be used in determining the winner of an election when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED:

1. That an election be, and is, ordered to be held on November 4, 2014, for the purpose of electing members to this Governing Board as specified above.
2. That in the case of an election on a measure, this Board will provide wording of the measure as it is to appear on the ballot.
3. That all costs of the candidate's statement be paid the candidate and that no candidate may submit statement in excess of 200 words.
4. That the candidate shall submit payment to the Elections Department on submission of the candidate's statement
5. That the County Superintendent of Schools be authorized and requested by copy of this Resolution to consolidate this election with any other election to be held on the same day by political subdivisions whose boundaries are totally or partially contained within this District for the ease and convenience of the voters in casting their ballots and the possible reduction of election costs to this District.

6. That the tie votes shall be resolved by drawing lots as authorized by Education Code Section 5016.

PASSED AND ADOPTED THIS JUNE 17, 2014, by the following vote:

AYES:

NOES:

ABSENT:

President

Attest: _____
Clerk

Travel for Mason Hone:

To: Carnegie Hall-Middle School Honors Performance Series

From: June 24 – June 28, 2014

Where: New York City

The *Honors Performance Series* at Carnegie Hall challenges elite students to perform at their very best. Students rehearse and perform under master conductors and have the opportunity to perform before invited representatives from collegiate and professional music programs. Though much of the students' time is focused on performance preparation, the week also allows students to experience the best of the sights and the performance arts in New York City.

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932

H. I. a

UNOFFICIAL MINUTES
Board of Trustees Regular Meeting

May 20, 2014

CALL TO ORDER	The meeting was called to order at 6:00 p.m. in the CUSD Conference Room by Board President Charles Yerxa, and established a quorum was present. Attending were Kelli Griffith-Garcia, Lincoln Forry, Don Bransford, Terry Bressler and Charles Yerxa. Also in attendance were Superintendent Dwayne Newman, Principals Johnston, and Brown, Business Manager Sheryl Bailey, staff, students and parents.
PLEDGE OF ALLEGIANCE	Taylor Davies led the Pledge of Allegiance.
HEARING OF THE PUBLIC	None
STUDENT'S REPORT	Taylor Davies introduced the new officers. Jordan Helmer is the 2014-2015 class President and Kodie Solis will serve as class VP. Taylor reported on sports including, baseball, softball, and track. Graduation activities are in full swing and excitement is in the air! End of the year festivities include, the senior breakfast, senior trip, ESA end of the year lunch, and the step up rally. The Cabaret Show is happening in celebration of their success.
RECOGNITIONS	Mr. Brown recognized Taylor Davies with a certificate of appreciation for her service as class President. He also recognized Mary Lyttle on behalf of CHS for her many years of service to CUSD. Ms. Johnston recognized Pam Giuliano for helping to take care of teachers, staff, and students. She also thanked Mary Lyttle for taking care of everyone. Mr. Bressler presented a certificate of appreciation to Ms. Etchepare for her work in bringing the mobile dairy truck to Colusa students. Ms. Etchepare was pleased to have received drawings and thank you notes from CUSD students and stated that some of those will be displayed at the 2014 California State Fair. Mrs. Hicks also recognized Mary Lyttle for her dedication to CUSD.
PRESIDENT'S REPORT	Mr. Yerxa inquired about the Golden Apple script. The matter was dropped without further discussion.
BOARD OF TRUSTEE TIME	Mr. Forry reported a concern as it relates to the dugouts at CHS not being clean. He stated that there was field material in the dugout. Mr. Bransford believes that the responsibility should be that of the coaches.
GRADUATION DATES AND TIMES	Egling Middle School – 7 PM, Thursday, May 29, CHS Stadium Colusa High School – 7 PM, Friday, May 30, CHS Stadium Colusa Home School & CAHS – 6 PM, Tuesday, May 27, Will S. Green Park

SUPERINTENDENT'S REPORT

- ◆ **Improving Achievement:** Mr. Newman reported on our plan for next year as it related to the Local Control and Accountability Plan (LCAP) and that it is consistent with what CUSD has had in place for the past two years. He provided a completed draft.
- ◆ **LCAP Highlights:** Mr. Newman provided the draft of the LCAP and noted that everyone has a month to review the draft. Mr. Bransford asked for clarification regarding how the district will measure progress. Mr. Newman stated that we will come back to the next meeting with ideas on benchmark indicators and dates for identified areas. The state template cannot be modified and we must keep the formatting the same.
- ◆ **Management – Principal Search:** Committee is lined up with staff at Burchfield Primary School. Board will interview top two candidates. Date and time TBD.
- ◆ **Progress on Community Day School:** Mr. Newman met with two of the three Colusa County District Superintendents. Mr. Newman referred to the attachment of projected budget with approximations. Problems that currently exist relating to budgetary issues could potentially be solved with this projected budget. The current academic sequence has flaws as it relates to cohesion. CUSD would like to streamline the process in an effort to maximize the learning potential for students. All districts agree that transparency is essential to a successful program. Currently there are eight students that are enrolled. Our district has an attendance review team in place to assist in maintaining attendance. Mr. Newman will ask for approval of a CDS plan during the June Board meeting.
- ◆ **Progress on Facilities Master Planning:** Currently working with Government Financial Services on a (RFP) Request for Proposal for the facilities master planning and Prop 39 funding. Process will be tied into the bond program. Interview process tentatively set to take place sometime in mid-June.
- ◆ **Progress on SELPS Restructuring:** Mr. Newman met with two other district Superintendents and all were in agreement that pay structure needs to change as there is a significant disparity. Mr. Newman ran comparisons with surrounding counties. The process is on hold until after the County Superintendent of Schools election. There is a lack of progress on any solution which would include keeping the SELPA within the county. There are approximately 550 Special Education students county wide.
- ◆ **Enrollment:** ADA is up and enrollment is steady.

COMMUNITY OUTREACH &
COMMUNICATIONS

Mr. Neman held a community meeting on May 7, 2014. Approximately 25 parents and community members were present.

-
- PRINCIPAL(S) REPORT Mr. Brown displayed a power point presentation of a senior project and discussed the process behind the projects. Overall, the students did a great job. Mr. Nail assisted in making sure the technology was set up and working properly. Students are now receiving the information for senior projects much sooner than in years past which allows them to potentially start working on their projects in the early Fall and better manage their time. Mr. Forry was impressed with the cohesion overall and thought they were a good reflection of the current times. Mr. Brown thanked the board and Mr. Newman for their support and presence during the senior projects.
- HOME SCHOOL REPORT Mrs. James discussed the art work that was demonstrated on the bulletin board. The art pieces were produced by students varying in age. Mrs. James was happy to report that Home School had a successful year and enjoyed working with the adjunct teachers.
- CSEA REP'S REPORT Rosemary Hicks reported that scholarships were being awarded to various graduating students and that the school year was wrapping up.
- CEA REP'S REPORT Pam Giuliano encouraged the board and administration to include as many teachers as possible into the process for hiring the BPS Principal. Many great things happened this year and she hopeful for a prosperous new school year.
- PUBLIC HEARING ♦ **Local Control Accountability (LCAP):** No comments were offered by anyone present.
- ♦ **2014-2015 Budget (LCFF):** Pam Giuliano commented on the amount of positions that are being posted. Mr. Newman clarified the need for a female PE teachers in an effort to connect with our female students and promote health and wellness. Pam Giuliano advocated for a PE specialist at the K-6 level to allow for opportunities for collaboration.
- ACTION ITEM #131475 Motion was made by Terry Bressler, seconded by Kelli Griffith-Garcia to approve out of state travel plus expenses for student Taylor Davies and advisor Sue Barrett to attend National Leadership Conference in Nashville, TN, June 28, 2014-July 4, 2014.
- Vote: Unanimous
- ACTION ITEM #131476 Motion was made by Terry Bressler, seconded by Kelli Griffith-Garcia for the approval to hire an architect to assist the district in placing a re-locatable classroom at Burchfield Primary School.
- Vote: Unanimous
- Bond Language:** Mr. Newman presented an attachment with the bond language and encouraged board to review. He reminded the board that they will need to approve a bond resolution in the June meeting if we wish to have the question added to the November ballot.

ACTION ITEM #131477 Motion was made by Lincoln Forry and seconded by Terry Bressler regarding the agreement for Bond Counsel Services. Discussion ensued.

Vote: Unanimous

Set possible date for Board/Leadership Summer Workshop: to be determined via email.

ACTION ITEM #131478 Motion was made by Terry Bressler and seconded by Kelli Griffith-Garcia to approve the Next Generation Science Standards EMS class sequence. Discussion ensued.

Vote: Unanimous

CONSENT AGENDA #131479 Motion was made by Lincoln Forry and seconded by Don Bransford to approve all consent agenda items with the exception of items o, p & q.

1. The following Consent Agenda Items were approved:
 - a. Minutes of April 15, 2014 Regular Board Meeting
 - b. Minutes of April 9, 2014 Special Board Meeting
 - c. May Payroll
 - d. March Warrants: Batch #38 - 42
 - e. May Financial Statements
 - f. 2013-2014 Budget Revision
 - g. Personnel Assignment Order #2013/2014.10
 - h. 2014-2015 Designation of CIF Representative to League
 - i. Injury Illness Prevention Program (IIPP) Plan
 - j. Resolution #2013-14.10 Classification of Fund Balances in Governmental Funds (GASB)
 - k. Retirement Resolution #2013-14.11 Charlotta Sistrunk
 - l. Retirement Resolution #2013-14.12 Mary Lyttle
 - m. Resolution #2013-2014.13 Combined Resolution Specification of Election Order and Resolving Tie Votes
 - n. Contracts that have been signed since March Board Meeting
 - 1) MCT Vision Screening Contract 2014-15
 - 2) Interquest Detection Canines of North Valley Counties
 - 3) First 5 Contract – 2014 Kinder Camp Contract

Vote: Unanimous

HEARING OF PUBLIC FOR
MATTERS ON CLOSED
SESSION AGENDA

None

ADJOURN TO CLOSED
SESSION

The Board adjourned to Closed Session at 8:35 p.m. to consider and/or take action upon any of the following items:

1. Student Matters:
 - a. Inter-District Transfer Requests
 - b. Out of School Suspensions
2. Personnel Matters:
 - a. Public Employment – New Hires 2013/2014
 - b. Public Employee Discipline/Dismissal/Release
 - c. Public Employee Evaluation – Superintendent's Contract
 - d. Public Employee – Maternity Leave Request
3. Negotiations:
 - a. Instructions to District Negotiators (*Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives.*)

RECONVENE FROM CLOSED
SESSION

The Board reconvened from Closed Session at 10:00 p.m. Board President Charles Yerxa reported out the Board reviewed the Inter-district Transfer Agreements, the Out of School Suspension Report, and discussed the Personnel Matters.

ACTION ITEM #131480

Motion was made by Kelli Griffith-Garcia, seconded by Don Bransford to approve the Inter-district Transfer Agreements.

Vote: Unanimous

ACTION ITEM #131481

Motion was made by Don Bransford, seconded by Terry Bressler to approve the CEA Tentative Agreement

Vote: Unanimous

ACTION ITEM #131482

Motion was made by Terry Bressler, seconded by Kelli Griffith-Garcia to approve the extension of Superintendent's Contract to 2017.

Vote: Unanimous

ACTION ITEM #131483

Motion was made by Lincoln Forry, seconded by Don Bransford to approve the Maternity Leave Request.

ADJOURNMENT

The meeting adjourned at 10:05 p.m.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, California 95932

RESOLUTION #2013-14.17

**COMBINED RESOLUTION
OF THE GOVERNING BOARD OF THE COLUSA UNIFIED SCHOOL DISTRICT
ORDERING BIENNIAL ELECTION, SPECIFYING THE NUMBER OF WORDS FOR
CANDIDATE'S STATEMENTS, REQUESTING CONSOLIDATION OF THE ELECTION, AND
DETERMINING THE METHOD OF RESOLVING TIE VOTES**

WHEREAS, Education Code Section 5304 requires this Board to order elections held in this District; and

WHEREAS, Education Code Section 5000 provides for a regular biennial election to elect members to the Governing Board of the School District; and

WHEREAS, there will be a total of two offices elected at large to be filled at the election, these offices are now held by the following Board members:

Donald Bransford
Charles Yerxa

And

WHEREAS, Elec. Code, Section 10509 and Elec. Code 13307 requires this Board to fix and determine the number of words that a candidate may submit for his or her candidate's statement and to determine if the District or the candidate will pay the cost of the statement; and

WHEREAS, Educ. Code, Section 5342 authorizes the consolidation of school district elections with other elections held on the same day by political subdivisions whose boundaries may totally or partially be coterminous within this District; and

WHEREAS, Educ. Code, Section 5016 requires the District to decide in advance the method to be used in determining the winner of an election when the final vote is tied between two or more candidates.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED:

1. That an election be, and is, ordered to be held on November 4, 2014, for the purpose of electing members to this Governing Board as specified above.
2. That in the case of an election on a measure, this Board will provide wording of the measure as it is to appear on the ballot.
3. That all costs of the candidate's statement be paid the candidate and that no candidate may submit statement in excess of 200 words.
4. That the candidate shall submit payment to the Elections Department on submission of the candidate's statement
5. That the County Superintendent of Schools be authorized and requested by copy of this Resolution to consolidate this election with any other election to be held on the same day by political subdivisions whose boundaries are totally or partially contained within this District for the ease and convenience of the voters in casting their ballots and the possible reduction of election costs to this District.

6. That the tie votes shall be resolved by drawing lots as authorized by Education Code Section 5016.

PASSED AND ADOPTED THIS JUNE 17, 2014, by the following vote:

AYES:

NOES:

ABSENT:

President

Attest: _____
Clerk

Travel for Mason Hone:

To: Carnegie Hall-Middle School Honors Performance Series

From: June 24 – June 28, 2014

Where: New York City

The *Honors Performance Series* at Carnegie Hall challenges elite students to perform at their very best. Students rehearse and perform under master conductors and have the opportunity to perform before invited representatives from collegiate and professional music programs. Though much of the students' time is focused on performance preparation, the week also allows students to experience the best of the sights and the performance arts in New York City.

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Vote: Unanimous

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Vote: Unanimous

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 - n. Contracts that have been signed since March Board Meeting
 - 1) MCT Vision Screening Contract 2014-15
 - 2) Interquest Detection Canines of North Valley Counties
 - 3) First 5 Contract – 2014 Kinder Camp Contract

Vote: Unanimous

HEARING OF PUBLIC FOR
MATTERS ON CLOSED
SESSION AGENDA

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ADJOURN TO CLOSED
SESSION

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 - b. Public Employee Discipline/Dismissal/Release
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 - a. Instructions to District Negotiators (*Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives.*)

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SESSION

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ACTION ITEM #131480

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Vote: Unanimous

ACTION ITEM #131481

Motion was made by Don Bransford, seconded by Terry Bressler to approve the CEA Tentative Agreement

Vote: Unanimous

ACTION ITEM #131482

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Vote: Unanimous

ACTION ITEM #131483

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ADJOURNMENT

The meeting adjourned at 10:05 p.m.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

Colusa Unified School District

745 10th Street

Colusa, California 95932

**2014-15 Consolidated
Application
May Submission**

June 17, 2014

Entire report prepared is available for inspection at District Office and on the District Website:

www.colusa.k12.ca.us

Departments/Business Services/Categorical Program Reporting

Colusa Unified School District
Personnel Assignment Order
2013-2014 #11EMPLOYMENT, RESIGNATIONS, AND OTHERCERTIFICATED

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Employment / Appointments:				
Resignation: Dave Tarr	Burchfield Primary School Principal		\$109,030	6/30/2014
Retirement:				
Leaves:				
Terminated:				
Non-Reelection:				
Transfers:				
(Requests approved by Superintendent)				

CLASSIFIED

<u>Name</u>	<u>Position</u>	<u>Date</u>
Employment / Appointments:		
Leaves:		
Retirement:		
Resignation:		
Increase of Hours:		
Job transfer:		
Termination:		

Associated Student Body Fund

Egling Middle School and Colusa High School

as of June 9, 2014

H.I.E

Colusa High School

Account	Name of Club	Balance
800	Colusa HS ASB	\$ 462.98
801	ASB Football Concessions	\$ -
802	ASB Student Store	\$ 4,170.95
811	Art Club	\$ 715.78
812	Ashland Shakespeare Trip	\$ 187.64
820	Block C - Other	\$ -
821	Block C - Baseball	\$ 4,108.23
822	Block C - Boys Basketball	\$ 1,955.09
823	Block C - Boys Soccer	\$ 37.52
824	Block C - Boys Tennis	\$ 521.00
825	Block C - Cross Country	\$ 40.79
826	Block C - Football	\$ 2,789.46
827	Block C - Girls Basketball	\$ 1,326.64
828	Block C - Girls Soccer	\$ 281.84
829	Block C - Girls Tennis	\$ 67.63
830	Block C - Golf	\$ -
832	Block C - Softball	\$ 1,611.21
833	Block C - Track and Field	\$ 1,416.67
834	Block C - Volleyball	\$ 2,787.05
835	Block C - Wrestling	\$ 25.00
835	Block C - Weight Room	\$ (277.16)
845	Class of 2014	\$ 4,470.92
846	Class of 2015	\$ 1,744.55
847	Class of 2016	\$ 1,136.87
848	Class of 2017	\$ -
860	COLUS Yearbook	\$ 12,665.21
863	CSF	\$ 1,153.54
865	FBLA	\$ 4,036.56
870	FFA	\$ 2,232.91
876	Drama Club	\$ 448.86
885	Friday Night Live	\$ 2,106.16
887	Spanish Club	\$ 144.81
888	Spirit Club	\$ 1,722.84
890	Cooking Club	\$ 716.58
892	Science Club	\$ 91.52
TOTAL CHS		\$ 54,899.65

Egling Middle School

950	Egling MS ASB	\$ 368.55
955	Club Live	\$ 1,000.92
960	Kids Can Save	\$ 50.00
965	Library	\$ 142.86
985	Sweatshirts	\$ 100.36
990	Yearbook	\$ (499.66)
995	8th Grade	\$ 1,651.15
TOTAL EMS		\$ 2,814.18
TOTAL FUND 95 ASB		\$ 57,713.83

H.I. +

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MAY 23, 2014			BATCH 43	
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION	
1206	ALHAMBRA WATER	\$ 143.28	01	BPS	WATER	
1188	AP EXAMS	\$ 2,971.00	01	CHS	AP EXAMS	
1197	ARNOLDS	\$ 3.98	01	MOT	SUPPLIES	
1187	CHUNG SUN MARKET	\$ 252.07	01	CHS	SUPPLIES	
1193	CCOE	\$ 11,037.00	01	DO	WORKER'S COMP PREMIUMS	
1175	CUSD CAFETERIA FUND	\$ 35.95	01	DO	DELAC LUNCHES/SNACKS FOR STAFF MEETING	
RC103	CUSD EMER FD-RON TYLER	\$ 259.05	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
RC103	CUSD EMER FD-COLUSA CASINO RESORT	\$ 5,402.00	01	CHS	SENIOR DINNER	
RC103	CUSD EMER FD-ELIZABETH MERCADO	\$ 55.65	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
RC103	CUSD EMER FD-CUSD PETTY CASH S. BAILEY	\$ 221.35	01	DO	POSTAGE AND SUPPLIES	
RC103	CUSD EMER FD-DMV	\$ 70.00	01	MOT	BUS DRIVER'S TEST	
RC103	CUSD EMER FD-ROSEMARY HICKS	\$ 300.00	01	BPS	START UP CASH FOR PARENT CLUB BBQ	
RC103	CUSD EMER FD-EMS PETTY CASH B. REECE	\$ 23.70	01	EMS	POSTAGE AND SUPPLIES	
RC103	CUSD EMER FD-SAC ZOO	\$ 1,580.00	01	BPS	FIELD TRIPS	
1179	CONTINENTAL ATHLETIC SUPPLY	\$ 435.14	01	SPORTS	FOOTBALL SUPPLIES	
1189	TIM CRABTREE	\$ 103.24	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1176	EAGLE SOFTWARE	\$ 200.00	01	DO	WORKSHOP FEE	
1177	KRISTYNA FRANK	\$ 86.80	01	EMS	REIMBURSE MILEAGE	
1204	JOHNSON PRINTING	\$ 220.38	01	EMS	FORMS PRINTED	
1172	JONES SCHOOL SUPPLY	\$ 116.92	01	EMS	SUPPLIES	
1173	JOSTENS	\$ 127.37	01	EMS	SUPPLIES	
1202	JIM LAGRONE	\$ 642.32	01	MOT	REIMBURSE MILEAGE	
1192	LCMS AWARDS	\$ 73.91	01	CHS	SUPPLIES	
1205	ERIKA LEMENAGER	\$ 120.06	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
1178	MERIDIAN DIESEL	\$ 392.00	01	MOT	BUS SERVICE	
1203	MITEL LEASING	\$ 1,287.00	01	ALL	PHONE SYSTEM LEASE	
1180	NSCIF	\$ 195.00	01	SPORTS	TOURNAMENT FEE	
1190	KIM OLSON	\$ 108.74	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1194	MIKE PHENICIE	\$ 69.16	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1191	YVONNE PHENICIE	\$ 223.90	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1181	CRAIG RICHARDS	\$ 213.67	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1201	SPURR	\$ 5,115.61	01	ALL	UTILITIES	
1198	TWIN CITY TROPHIES	\$ 1,290.00	01	CHS	SUPPLIES	
1174	US BANK EQUIPMENT FINANCE	\$ 2,101.63	01	ALL	COPIER LEASES	
RC105	US BANK CALCARD VISA	\$ 13,134.74	01	ALL	SEE ATTACHED	
		\$ 48,612.62				
	CAFETERIA FUND 13	\$ -				
	CAPITAL FACILITIES FUND 25	\$ -				
1182	RODNEY BIGGS	\$ 1,100.01	95	CHS	REIMBURSE SUPPLIES PURCHASED	
RC102	CUSD EMER FD-BRANDEN WOODRING	\$ 18.24	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
RC102	CUSD EMER FD-LAURA COFFMAN	\$ 147.40	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1183	HIGHWAY 20 SIGNWORKS	\$ 268.75	95	CHS	SIGNS	
1186	ERIC LAY	\$ 245.49	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1190	KIM OLSON	\$ 66.53	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1185	RIVERBANK PIZZA	\$ 118.32	95	CHS	PIZZA	
1195	ROUND TABLE PIZZA	\$ 116.15	95	EMS	PIZZA	
1196	PAUL THERIAULT	\$ 112.10	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
1184	US AWARDS	\$ 18.82	95	CHS	SUPPLIES	
RC104	US BANK CALCARD VISA	\$ 7,754.41	95	CHS/EMS	SEE ATTACHED	
	STUDENT BODY FUND 95	\$ 9,966.22				
	TOTAL ACCOUNTS PAYABLE	\$ 58,578.84				

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MAY 30, 2014			BATCH 44
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
1208	CVT	\$ 99,272.29	01	DO	JUNE HEALTH PREMIUMS
1209	CHEVRON AND TEXACO	\$ 321.82	01	MOT	FUEL
1223	HOLT	\$ 854.93	01	MOT	BUS REPAIR
1215	LCMS AWARDS	\$ 180.06	01	EMS	SUPPLIES
1210	MERIDIAN DIESEL	\$ 880.43	01	MOT	BUS REPAIR
1220	NSCIF	\$ 880.43	01	SPORTS	PLAYOFF PROCEEDS
1212	PG&E	\$ 19,470.78	01	ALL	ELECTRIC BILLING
1221	PLATT	\$ 278.47	01	MOT	MAINTENANCE SUPPLIES
		\$ 122,078.78			
	CAFETERIA FUND 13	\$ -			
1214	GOV FINANCIAL STRAGIES	\$ 2,610.54	25	DEVFEE	FINANCIAL CONSULTANT FEES
	CAPITAL FACILITIES FUND 25	\$ 2,610.54			
1216	CUSD CAFETERIA FUND	\$ 88.50	95	CHS	LUNCHES FOR FIELD TRIP
1224	CUSD GENERAL FUND	\$ 660.00	95	CHS	SUBS FOR SENIOR TRIP
1217	ERIN KALFSBEEK	\$ 133.07	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1213	LCMS AWARDS	\$ 96.75	95	CHS	SUPPLIES
1222	NORTH STATE SCREENPRINT	\$ 877.25	95	CHS	SUPPLIES
1218	TULARE COUNTY OFFICE OF EDUCATION	\$ 55.00	95	CHS	SUPPLIES
	STUDENT BODY FUND 95	\$ 1,910.57			
	TOTAL ACCOUNTS PAYABLE	\$ 126,599.89			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED JUNE 6, 2014			BATCH 45
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
1247	AMERICAN FIDELITY	\$ 305.55	01	DO	JUNE DISABILITY PREMIUMS
1245	SUE BARRETT	\$ 43.26	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1236	BAXTER AUTO PARTS	\$ 64.93	01	MOT	VEHICLE REPAIR SUPPLIES
1227	COKER PRECISION GRAPHICS	\$ 2,908.95	01	BPS	TSHIRTS FOR SPRING PROGRAMS
1229	COLUSA DAIRY	\$ 578.95	01	BPS	PARENT CLUB SUPPLIES
1251	CUSD ASB FUND	\$ 80.00	01	EMS	TSHIRTS
RC106	CUSD EMER FD - US BANK CALCARD VISA	\$ 10,863.99	01	ALL	SEE ATTACHED
RC109	CUSD EMER FD-PAM KALISUCH	\$ 61.68	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC109	CUSD EMER FD-CARMEN REYES	\$ 58.54	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC109	CUSD EMER FD-ROSA VILLASENOR	\$ 443.59	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC109	CUSD EMER FD-WILLIAMS USD	\$ 21.40	01	CHS	FBLA EXPENSE
1253	DAVIES OIL CO	\$ 4,694.12	01	MOT	FUEL FOR VEHICLES
1243	DAVISON DRUGS	\$ 42.66	01	BPS	SUPPLIES
1246	ENTERPRISE RECORD	\$ 471.30	01	DO	HELP WANTED AD
1239	LUPE ESPINDOLA	\$ 259.76	01	DO	REIMBURSE MILEAGE
1255	GOLDEN BEAR ALARMS	\$ 157.50	01	ALL	ALARM MONITORING
1240	BARBARA HANKINS	\$ 291.87	01	DO	REIMBURSE MILEAGE
1228	JOHNSON PRINTING	\$ 19.35	01	BPS	FORMS
1256	KELLEHER PAINT	\$ 1,600.59	01	MOT	MAINTENANCE SUPPLIES
1226	COURTNEY LEMENAGER	\$ 107.15	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
1241	NSCIF	\$ 96.00	01	SPORTS	TRACK ENTRY FEE
1231	OUR LADY OF LOURDES SCHOOL	\$ 267.92	01	OLL	REIMBURSE WORKSHOP REGISTRATIONS
1225	JULIE PETERSON	\$ 60.05	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
1237	RIVERBANK PIZZA	\$ 799.98	01	CHS/EMS	PIZZA
1254	SORENSEN PEST CONTROL	\$ 793.00	01	ALL	PEST CONTROL SERVICES
1233	STANDARD INSURANCE	\$ 1,558.41	01	ALL	INCOME PROTECTION PREMIUMS
1235	SUPERIOR TIRE SERVICE	\$ 887.51	01	MOT	BUS TIRES
		\$ 275,383.01			
1250	GENERAL PRODUCE	\$ 3,799.86	13	CAFÉ	FOOD
1232	LEASA HILL	\$ 156.80	13	CAFÉ	REIMBURSE MILEAGE
	CAFETERIA FUND 13	\$ 3,956.66			
	CAPITAL FACILITIES FUND 25	\$ 2,610.54			
1244	SUE BARRETT	\$ 459.48	95	CHS	REIMBURSE FOR MILEAGE AND SUPPLIES
RC107	CUSD EMER FD - US BANK CALCARD VISA	\$ 734.76	95	CHS/EMS	SEE ATTACHED
1242	CUSD GENERAL FUND	\$ 1,550.73	01	EMS	MONEY TOWARDS SHADY CREEK EXPENSE
1242	CUSD GENERAL FUND	\$ 1,016.00	01	EMS	BUSES TO SUNSPASH
1249	CUSD GENERAL FUND	\$ 404.32	01	CHS	USE OF VANS TO VALLEJO
1238	JENNIFER CORRIEA	\$ 294.80	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC108	CUSD EMER FD-SOPHIA GARCIA	\$ 87.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC108	CUSD EMER FD-SAMANTHA ESPINDOLA	\$ 45.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC108	CUSD EMER FD-BRANDEN WOODRING	\$ 421.86	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1230	BARBARA HANKINS	\$ 213.70	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1234	INNOVATION ATHLETIC	\$ 1,635.00	01	CHS	SHIRTS
1248	ERIKA LEMENAGER	\$ 221.33	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
	STUDENT BODY FUND 95	\$ 7,083.98			
	TOTAL ACCOUNTS PAYABLE	\$ 38,578.65			

US BANK CALCARD VISA

Sheryl Bailey

FD01-RC104 FD95-RC105

19-May	J W PEPPER	\$236.46	\$236.46		CHS MUSIC SUPPLIES
19-May	VZWRLSS*MY VZ VB P	\$104.77	\$104.77		ALL CELL PHONES
19-May	PELTON'S PARTY RENTALS	\$315.00	\$315.00		DO RETIREMENT DINNER
13-May	RITE AID STORE 6088	\$211.90	\$211.90		DO RETIREMENT DINNER
12-May	RSD 52	\$2,008.27	\$2,008.27		MOT MAINTENANCE SUPPLIES
12-May	RPSI ENTERPRISES INC	\$973.00	\$973.00		EMS/BPS RISO MAINT. AGREEMENTS
12-May	SIX FLAGS DISCOVERY KING	\$1,023.41		\$1,023.41	CHS SIX FLAGS FIELD TRIP
19-May	QUILL CORPORATION	(\$40.62)	(\$40.62)		DO RETURN SUPPLIES
14-May	QUILL CORPORATION	\$40.62	\$40.62		DO SUPPLIES
12-May	QUILL CORPORATION	\$40.62	\$40.62		DO SUPPLIES
1-May	ALL METALS SUPPLY INC	\$ 399.39	\$ 399.39		CHS AG SHOP SUPPLIES

Dave Tarr

24-Apr	DRAPHIX/TEACHER DIRECT	\$ 288.26	\$ 288.26		BPS SUPPLIES
24-Apr	DRAPHIX/TEACHER DIRECT	\$ 207.62	\$ 207.62		BPS SUPPLIES
24-Apr	RGS PAY*	\$ 134.59	\$ 134.59		BPS SUPPLIES
24-Apr	RGS PAY*	\$ 106.18	\$ 106.18		BPS SUPPLIES

Darren Brown

19-May	HOME DEPOT CREDIT SERV	\$2,144.63	\$2,144.63		CHS SHED
19-May	LMP*DAVERAMSEY LAMPOGR	\$1,511.65	\$1,511.65		CHS TEXTBOOKS
16-May	HATCO INTERNATIONAL	\$130.74		\$130.74	CHS ASB SUPPLIES
15-May	SCANTRON CORPORATION	\$75.37	\$75.37		CHS SUPPLIES
15-May	JUSTBUTTONS	(\$94.68)		(\$94.68)	CHS CREDIT ON RETURN
14-May	PLO*HEARTHSONG	\$409.89		\$409.89	CHS ASB SUPPLIES
14-May	API	\$48.85		\$48.85	CHS ASB SUPPLIES
12-May	GROUP TICKETING - D	\$4,350.00		\$4,350.00	CHS SENIOR TRIP DISNEYLAND PARK TICKETS
9-May	GOODHEART-WILLCOX PUBL	\$4,143.25	\$4,143.25		CHS TEXTBOOKS
7-May	NBA*SACRAMENTO KINGS	\$300.00		\$300.00	CHS BASKETBALL FUNDRAISER

Mike Phenicie

13-May	TOWER MART 888	\$10.00	\$10.00		CHS MUSIC SUPPLIES
13-May	TOWER MART 888	\$75.00	\$75.00		CHS MUSIC SUPPLIES

Jody Johnston

13-May	GOLFLAND SUNSPASH	\$1,586.20		\$1,586.20	EMS FIELD TRIP
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Dwayne Newman

16-May	SAV-MOR FOODS	\$47.86	\$47.86		DO SUPPLIES
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Jim LaGrone

12-May	CARROT TOP INDUSTRIES INC	\$100.92	\$100.92		MOT SUPPLIES
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\$20,889.15 \$13,134.74 \$7,754.41

CUSD EMERGENCY FUND - US BANK CALCARD VISA - CHECK 4791

Sheryl Bailey

FD01-RC106 FD95-RC107

22-May	SULLIVAN SUPPLY INC	712-6435902, IA	\$453.39	\$453.39		CHS AG SHOP SUPPLIES
20-May	QUILL CORPORATION	800-789-8965, IL	\$271.77	\$271.77		HMS OFFICE SUPPLIES
19-May	ALL METALS SUPPLY INC	530-533-3445, CA	\$865.48	\$865.48		CHS AG SHOP SUPPLIES

Mike Phenicie

20-May	TOWER MART 888	COLUSA, CA	\$75.00	\$75.00		MUSIC DEPT. GAS ON TRIP
20-May	HERREID MUSIC	530-8947777, CA	\$72.50	\$72.50		MUSIC SUPPLIES
20-May	SIX FLAGS DISCOVERY KING	VALLEJO, CA	\$20.00	\$20.00		PARKING MUSIC TRIP
20-May	CASHNCARRY572 51705721	YUBA CITY, CA	\$94.37	\$94.37		MUSIC SUPPLIES

Jim LaGrone

21-May	THE HOME DEPOT 1019	YUBA CITY, CA	\$259.82	\$259.82		MAINTENANCE SUPPLIES
20-May	IN *US SIGNCRAFTERS, INC.	574-6745055, IN	\$325.82	\$325.82		MAINTENANCE SUPPLIES

Dave Tarr

21-May	CICC WELLNESS CENTER	530-458-8730, CA	\$150.00	\$150.00		BPS ASES TO POOL
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Darren Brown

19-May	HOME DEPOT CREDIT SERV	888-2273223, TN	(\$2,144.63)	(\$2,144.63)		CHS AG CREDIT
22-May	QUILL CORPORATION	800-789-8965, IL	\$131.13	\$131.13		CHS SUPPLIES
21-May	TCD*CENGAGE LEARNING	800-354-9706, KY	\$871.96	\$871.96		CHS TEXTBOOKS
21-May	TCD*CENGAGE LEARNING	800-354-9706, KY	\$8,719.60	\$8,719.60		CHS TEXTBOOKS
19-May	CUSTOM ELITE SOCK COM	404-4307890, GA	\$469.95		\$469.95	CHS STUDENT STORE
16-May	ROUND TABLE PIZZA - COLU	COLUSA, CA	\$64.81		\$64.81	CHS DRAMA CLUB PIZZA PARTY

Jeremy Miller

20-May	BESTBUY.COM 00009944	888-2378289, MN	\$4.28	\$4.28		TECH SUPPLIES
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Jody Johnston

22-May	SWANK MOTION PICTURES IN	800-876-5445, MO	\$100.00		\$100.00	EMS ASB RENT MOVIE
22-May	SWANK MOTION PICTURES IN	800-876-5445, MO	\$100.00		\$100.00	EMS ASB RENT MOVIE
20-May	REI*GREENWOODHEINEMANN	800-225-5800, NH	\$229.13	\$229.13		EMS BOOKS
16-May	QUILL CORPORATION	8007898965, IL	\$464.37	\$464.37		EMS SUPPLIES

\$11,598.75 \$10,863.99 \$734.76

H.I.g.

WILLIAMS UNIFORM COMPLAINT PROCEDURE

QUARTERLY REPORT

COLUSA UNIFIED SCHOOL DISTRICT

April 1, 2014 TO June 30, 2014

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.

☒ 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:

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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:

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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:

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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.

H.I.g.

WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
COLUSA UNIFIED SCHOOL DISTRICT

April 1, 2014 TO June 30, 20 14

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☐ Complaints have been received regarding unqualified teachers.

District Resolutions:

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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)

Wayne K. Hansen
Superintendent

June 17, 2014
Date