

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

May 20, 2019

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

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

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

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

5:15 P.M. OPEN SESSION

- A. Call to Order/Establish Quorum
- B. Pledge of Allegiance
- C. Recognitions & Celebrations
- D. Action: Resolution #2018-19.12 - Jody Johnston Retirement
- E. Action: Resolution #2018-19.13 – Barbara Reece Retirement
- F. Action: Resolution #2018-19.14 – Margie Elguez Retirement
- G. Ordering of Agenda
- H. Hearing of Public for items on the Agenda

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

- I. Hearing of Public for items not on the Agenda

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

- J. Student Report – Chloe Ferriauolo
- K. Board of Trustee Time (*This is the time for individual Trustees to report on their Committee's activities and to specify any items they would like to see on the agenda for the next meeting*)
 - 1. Colusa RedHawk Athletic Foundation
 - 2. Friends of Music
 - 3. Friends of Agriculture
 - 4. Special Education Local Plan Area
 - 5. District English Language Advisory Committee
 - 6. Monthly Activities Reports
- L. Superintendent & Chief Business Official Report
 - 1. Local Control Accountability Plan and Local Control Funding Formula Budget Update

- M. Information/Discussion/Possible Action Items:
1. Discussion – Career Technical Education Incentive Grant Update
 2. Discussion – Public Inspection of National Geographic California Middle School Social Studies Program
 3. Action - Travel to Australia for Edgar Garcia to Participate in the Pacific Honors Ensemble Program
 4. Action – Independent Consulting Agreement with PCR Consulting
- N. Hearing of the Public for Matters on Closed Session Agenda
- O. Adjourn to Closed Session to consider and/or take action upon any of the following items:
1. Negotiations Pursuant to Government Code 54957.6
Agency Designated Representatives: Dwayne Newman, Superintendent; Scott Lantsberger, Chief Business Official.

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

a. Negotiations Update

Instruction to District Negotiators *(Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)*
 2. Personnel Matters Pursuant to Government Code 54957
Administration Representatives: Dwayne Newman, Superintendent
 3. Student Matters Pursuant to Government Code 48918
Administrative Representatives: Dwayne Newman, Superintendent

a. Consider Approval of Expulsion Recommendation for EH #2018-19.06
b. Consider Approval of Expulsion Recommendation for EH #2018-19.07
- P. Reconvene Open Session
1. Announce Possible Action Regarding Expulsion Case #2018-19.06
 2. Announce Possible Action Regarding Expulsion Case #2018-19.07
- Q. Information/Discussion/Possible Action Items:
1. Action - Board Policies and Administrative Regulations (**Bolded Items Require Further Discussion and/or Decision**):
 - a. Second Reading and Possible Adoption of BP1312.3 and AR1312.3 – Uniform Complaint Procedures
 - b. Second Reading and Possible Adoption of AR1312.4 and E(1)(2)(3) – Williams Uniform Complaint Procedures
 - c. Second Reading and Possible Adoption of AR1340 – Access to District Records
 - d. Second Reading and Possible Adoption of BP3100 and AR3100– Budget
 - e. Second Reading and Possible Adoption of BP3260 and AR3260 – Fees and Charges
 - f. Second Reading and Possible Adoption of BP3515.4 and AR3515.4 – Recovery for Property Loss or Damage**
 - g. Second Reading and Possible Adoption of BP4030 and AR4030 – Nondiscrimination in Employment
 - h. Second Reading and Possible Adoption of AR4161.1, 4361.1 – Personal Illness/Injury Leave (Certificated)
 - i. Second Reading and Possible Adoption of AR4261.1 – Personal Illness/Injury Leave (Classified)
 - j. Second Reading and Possible Adoption of AR5125.2 – Withholding Grades, Diploma or Transcripts
 - k. Second Reading and Possible Adoption of BP5127 – Graduation Ceremonies and Activities
 - l. Second Reading and Possible Adoption of E5145.6 – Parental Notifications
 - m. Second Reading and Possible Adoption of BB9323.2, E(1) (2) – Actions by the Board

- R. Motion to Approve Items on the Consent Action Agenda:
1. March 18, 2019 Board Meeting Minutes (Revised)
 2. April 15, 2019 Board Meeting Minutes
 3. May 9, 2019 Special Board Meeting Minutes
 4. Personnel Assignment Order
 5. Interquest Detection Canines Agreement
 6. 2019-20 Memorandum of Understanding with Migrant Education
 7. Surplus – Nutrition Services
 8. 2019-20 Board Meeting Dates and Times
 9. Accounts Payable and Payroll Warrants from 3/1/19 – 4/30/19
 10. Purchase Order Warrants from 3/1/19 - 4/30/19
 11. 2019-20 California Teachers Association Tentative Agreement
 12. AB1200 Disclosure of Collective Bargaining Agreement with the Colusa Education Association
- S. Adjournment of the Meeting

Colusa Unified School District

Board of Trustees, County of Colusa, State of California

Resolution #2018-19.12

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

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

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

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

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

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

Passed and Adopted this 20th day of May, 2019 by the following vote:

Ayes:

Kathie Whitesell, Board Member

Kelli Griffith-Garcia, Board Member

Michael Phenicie, Board Member

Chris Mcallister, Board Member

Melissa Yerxa Ortiz, Board President

Dwayne Newman, Superintendent

Colusa Unified School District

Board of Trustees, County of Colusa, State of California

Resolution #2018-19.13

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

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

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

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

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

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

Passed and Adopted this 20th day of May, 2019 by the following vote:

Ayes:

Kathie Whitesell, Board Member

Kelli Griffith-Garcia, Board Member

Michael Phenicie, Board Member

Chris Mcallister, Board Member

Melissa Yerxa Ortiz, Board President

Dwayne Newman, Superintendent

Colusa Unified School District

Board of Trustees, County of Colusa, State of California

Resolution #2018-19.14

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

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

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

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

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

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

Passed and Adopted this 20th day of May, 2019 by the following vote:

Ayes:

Kathie Whitesell, Board Member

Kelli Griffith-Garcia, Board Member

Michael Phenicie, Board Member

Chris Mcallister, Board Member

Melissa Yerxa Ortiz, Board President

Dwayne Newman, Superintendent

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

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2017-20 Plan Summary

The Story

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

The Community of Colusa, CA

Colusa County is home to nearly 21,000 people. Situated along the Sacramento River, the town of Colusa has almost 6,000 residents. The majority, about 90%, of students who attend Colusa Unified live within city limits. About 4% of the students reside in the Cachil DeHe Band of Wintun Indians Colusa Indian Community a few miles North of town. The remaining students live outside of town on the many farms or ranches which comprise the majority of lands within the District's boundaries.

Colusa has one of the highest unemployment rates in the nation. In March 2019 the Bureau of Labor Statistics listed Colusa unemployment at 20.6% while the national average was near 4%, and the California rate was 4.6%. The Colusa economy is farm based. Almost thirty-five percent of workers are employed directly by farming operations. Colusa Unified is one of the largest employers in the community. Most of the other local industry works in support of agriculture. As in many small towns, schools are a social focal point, and many local groups use school facilities. Past CUSD graduates often return to live in the community because of the slower pace and low crime rates. The schools benefit from financial donations from a strong Alumni Association, and a dynamic Athletic Foundation.

District Schools

Colusa Unified School District serves approximately 1,450 students from Transitional Kindergarten (TK) thru grade 12. Burchfield Primary houses TK – 3, Egling Middle School grades 4 – 8 , and Colusa High serves grades 9 – 12. Colusa Alternative High School serves students in grades 9 – 12 who seek a different path to completion. Colusa Alternative Home School serves grades K – 12 using an independent study based program. CAlt. High School typically enrolls 15 – 30 students, while the CAlt.Home School enrollment is nearly 70 students.

Demographics

The student body mirrors the makeup of our community. About 69% are Hispanic/Latino, 25% are White, and 4% are Native American students. Almost 32% of the students come from homes where English is not the primary spoken language, and are therefore classified as English Language Learner (ELL) students. Of the ELL population, 98% speak Spanish. Other ELL students speak Arabic, Punjabi, or Filipino. Each year about 8% of the ELL students are reclassified as Fluent English Proficient (FEP) through a process of testing, meeting grade requirements, and teacher recommendation criteria. In a typical year, the district also monitors an additional 100 students who were ELL, but have been reclassified as FEP within the prior two years. Nearly 73% of CUSD students qualify for Federally subsidized Free or Reduced Priced Meals. Approximately 14% of CUSD students qualify for Special Education services which are supplied through the Colusa County Office of Education's Special Education Local Plan Authority.

Classes

Class sizes are well below the state average with an average of about 22 students per teacher. Attendance throughout the district is excellent; nearly 96% of students are present on any given day.

The district emphasizes a well-rounded education for all students. Elementary teachers embed science and social studies within their language arts instruction. Art happens in TK – 6 classrooms

along with technology literacy & safety, health & wellness, bullying prevention, and pro-social behavior. The district recently adopted state approved Math and English Language Arts (ELA) curricula, and is currently examining Next Generation Science Standards (NGSS) and History / Social Science (HSS) curricula. K – 8 Physical Education is taught by three fully credentialed staff members who ensure students learn both life-long fitness and sports skills. Choir is offered K-8, and Band in grades 5 - 12

Secondary students (7-12) receive departmentalized instruction by fully credentialed single subject teachers. High school students are exposed to multiple career pathways to explore their allow them to pursue passions. Career Technical Education (CTE) classes offer hands-on experiences in Business and Agriculture. Over half of the high school students participate in Future Farmers of America. Colusa High hosts an Environmental Sciences Academy with about 40% of students electing to participate in the various science career activities and field trips. The academic and CTE courses prepare students for higher education and careers. Nearly 35% of students graduate meeting the state's College or Career Ready criteria. Many meet entrance requirements for University of California, California State University as soon as they matriculate. There is a strong program of co-curricular and extra-curricular activities. High school students participate at a very high rate in sports, FBLA, FFA, Drama, and a variety of clubs.

LCAP Highlights

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

In this third year of the LCAP cycle, CUSD's efforts remain focused on improving student achievement, and closing achievement gaps. Teachers in all instructional areas need ongoing training and professional development in multiple areas. This LCAP provides the resources for meeting those needs. As with the prior year, training and preparation is planned for adoption of the upcoming Next Generation Science Standards, and the new state History – Social Studies Standards. Implementation of all the new curriculum and standards will continue to be supported by renewed efforts on the part of administration to give teachers frequent feedback.

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

The district will also continue efforts to train and support staff in using Infinite Campus software (which houses student grades, demographic data, and discipline information) and Illuminate software (which does achievement data analysis and acts as a gradebook for TK – 6 students). At the time of creation of this LCAP, staff is still evaluating the iReady assessment and intervention software. Pending recommendation from the evaluation committee, the plan is for full implementation in this LCAP year. iReady would replace a variety of on-line or computer based assessments currently in use. The local assessment results will give teachers guidance in modifying their planning to help fill the existing gaps, and prevent learning gaps in subsequent years. The 19/20 LCAP again includes activities related to facilitating trainings and supporting data analysis.

Finally, this LCAP continues the efforts focused on improving technology and facilities throughout the district. With the increase in technology, the District will be making additional efforts to facilitate

communication between schools and the community. There is a plan to reach a 1:1 ratio of devices to students, and the staff continue to adopt new technology and tech-based instruction

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In the area of student learning and closing achievement gaps:

California Assessment of Student Performance and Progress – CAASPP – results

See: <https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=06&lstDistrict=61598-000&lstSchool=0000000>

English Language Arts

3rd Grade scores increased by 5%. This is the fourth straight year of improvement.

4th Grade scores increased by 11%.

Overall scores increase by 2%, also a fourth year of improvement.

Cohort groups showed improvement at every level.

Math

5th Grade scores increased by 10%.

6th Grade scores increased by 4%.

Cohort groups showed improvement at two levels.

CUSD continues to close achievement gaps.

The gap between Free Lunch (FL) and None Free Lunch (NFL) students in ELA scores is half the state-wide average.

The gap between FL and NFL students in Math scores is one-third the state-wide average.

The gap between Hispanic and White students in ELA scores is 4% below the state-wide average.

Summative English Language Proficiency Assessment for California – ELPAC – results: (Students designated as English Language Learners take this assessment.)

Overall, 66% of the students tested scored in the 3 (moderately developed) or 4 (well developed) ranges.

75% of the students scored 3 or 4 in Oral Language skills.

56% of the students scored 3 or 4 in Written Language skills.

For a presentation on CUSD 2018 assessment results, see (begins on page 18) :

<https://colusausd-ca.schoolloop.com/file/1522740783858/1400653861073/4653328357288136187.pdf>

In the area of school atmosphere and communication to home:

From the Spring 2019 Parent Survey (Average % who agree or strongly agree)

I feel welcomed and comfortable at my student's school = 93%

Discipline is fair and consistent = 72%

My student's school is safe = 90%
Communication from school is frequent and high quality = 86%

Suspension rates improved markedly with all but one sub-group falling in the green on the District's CA School Dashboard.

Chronic Absenteeism, while still higher than the state average, has decreased due to a collaborative effort by CUSD, the Colusa County Office of Education, and the Colusa County Sheriff's Office.

Overall student attendance remains very high, remaining at 96% again this year.

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

Greatest Needs

See: <https://caschooldashboard.org/reports/06615980000000/2018>

Indicator	Dashboard Color
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Chronic Absenteeism	Orange
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Improvement Steps: CUSD will continue to cooperate with CCOE and CSO. Additionally, CUSD is working to engage the local Probation and Prosecutors offices to implement legal remedies for parents who refuse to bring their children to school

Indicator	Dashboard Color
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Graduation Rate	Orange
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Improvement Steps: Analysis of the data shows that this indicator is not an accurate picture of the outcomes for most CUSD students. While the Dashboard shows a relatively low cohort graduation rate, in reality, the vast majority of students either graduate or receive a certificate of completion. The district will continue to offer support and interventions for students all students, and encourage students to stay on graduation track.

Indicator	Dashboard Color
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College / Career Ready	Red
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Improvement Steps: Colusa High continues to add avenues by which students can meet the State's College and Career Readiness standards. This year CHS is working on an additional CTE Business pathway.

Indicator	Dashboard Color
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English Language Arts	Orange
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Improvement Steps: Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in ELA for all students.

Indicator	Dashboard Color
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Math	Orange
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Improvement Steps: Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in Math for all students.

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

Performance Gaps

Indicator	Dashboard Color	Student Group	Dashboard Color
Suspension Rate	Green	Foster Youth	Red

Improvement Steps: Because of the relatively small number of Foster Youth in CUSD, a very few suspensions can change the percentages significantly. CUSD administrators evaluated the data for Foster Youth and concluded that the discipline was appropriate, and no process improvements necessary at this time.

Improvement Steps: Through the Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools within CUSD have been identified for CSI this year.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

[Type here]

Annual Update

LCAP Year Reviewed: 2019–20

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

Goal 1

Improve student achievement and close achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Overall Status Score:

ELA 50% Met & Exceeded Standard
Math 45% Met & Exceeded Standard

3rd Grade Status Score:

Grade 3 ELA M&E 44%
Grade 3 Math M&E 58%

Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth 6%
Grade 4 ELA M & E 43%
Grade 4 Cohort Math Growth 6%
Grade 4 Math M & E 41%

Overall Status Score:

ELA 42% **Goal Not Met**
Math 30% **Goal Not Met**

3rd Grade Status Score:

Grade 3 ELA M&E 45% **Goal Met**
Grade 3 Math M&E 45% **Goal Not Met**

Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth -4% **Goal Not Met**
Grade 4 ELA M & E 40% **Goal Not Met**
Grade 4 Cohort Math Growth -19% **Goal Not Met**
Grade 4 Math M & E 29% **Goal Not Met**

Expected

Actual

<p>Grade 5 Cohort ELA Growth 6%</p> <p>Grade 5 ELA M & E 44%</p> <p>Grade 5 Cohort Math Growth 6%</p> <p>Grade 5 Math M & E 32%</p> <p>Grade 6 Cohort ELA Growth 6%</p> <p>Grade 6 ELA M & E 41%</p> <p>Grade 6 Cohort Math Growth 6%</p> <p>Grade 6 Math M & E 31%</p> <p>Grade 7 Cohort ELA Growth 6%</p> <p>Grade 7 ELA M & E 54%</p> <p>Grade 7 Cohort Math Growth 6%</p> <p>Grade 7 Math M & E 43%</p> <p>Grade 8 Cohort ELA Growth 6%</p> <p>Grade 8 ELA M & E 56%</p> <p>Grade 8 Cohort Math Growth 6%</p> <p>Grade 8 Math M & E 51%</p>	<p>Grade 5 Cohort ELA Growth 14% Goal Met</p> <p>Grade 5 ELA M & E 39% Goal Not Met</p> <p>Grade 5 Cohort Math Growth -8% Goal Not Met</p> <p>Grade 5 Math M & E 30% Goal Not Met</p> <p>Grade 6 Cohort ELA Growth 6% Goal Met</p> <p>Grade 6 ELA M & E 39% Goal Not Met</p> <p>Grade 6 Cohort Math Growth 4% Goal Not Met</p> <p>Grade 6 Math M & E 23% Goal Not Met</p> <p>Grade 7 Cohort ELA Growth 3% Goal Not Met</p> <p>Grade 7 ELA M & E 40% Goal Not Met</p> <p>Grade 7 Cohort Math Growth 4% Goal Not Met</p> <p>Grade 7 Math M & E 23% Goal Not Met</p> <p>Grade 8 Cohort ELA Growth 4% Goal Not Met</p> <p>Grade 8 ELA M & E 45% Goal Not Met</p> <p>Grade 8 Cohort Math Growth -4% Goal Not Met</p> <p>Grade 8 Math M & E 31% Goal Not Met</p>
Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.	33% Goal Not Met
English Language Learners who show adequate growth will increase by 5%	The switch to ELPAC from CELDT makes this goal invalid for the year. The two assessments are so dissimilar, it is impossible to set adequate growth targets using both.
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	36% of AP exams attempted were passed with 3+. 64% of the students who attempted AP exams passed at least one with a 3+.
English Learner Reclassification Rate (No baseline because of switch from CELDT to ELPAC Test. Rate was 7% last year.	Reclassification rate was 15.3%
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of students will have access to a broad course of study via the curriculum utilized for instruction

Expected

Actual

Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year Grade 11 ELA M&E 68%; Math M&E 40%

Grade 11 ELA M&E 52% **Goal Not Met**

Grade 11 Math M&E 31% **Goal Not Met**

Actions / Services

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

Action 1 – Curriculum Related Training /Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum Related Training / Actions	Curriculum Related Training / Actions	Curriculum Related Training / Actions	Curriculum Related Training / Actions
Implement / Continue Training for:	Implement / Continue Training for:	Implement / Continue Training for:	Implement / Continue Training for:
<ol style="list-style-type: none"> 1. Benchmark Advance – English Language Arts Curriculum TK-6 2. Springboard - English Language Arts Curriculum 7-8 3. English in a Flash - English Language Development Curriculum (K-3) 4. English 3-D - English Language Development Curriculum (4-8) 5. Bridges – Math Curriculum 6. Next Generation Science Standards <ol style="list-style-type: none"> a. K-3 – Awareness Training b. 4-6 Unit Development c. 7-8 Unit Development& Assessment d. 9-12 Unit Development& Assessment e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials. f. Send staff to training for toolkit use. g. Begin Lesson and Unit planning to embed Health and Anatomy standards 7. Implement English Language Development training needed by non – English Language Arts teachers 8. i. Recruit, and hire one additional TK – 8 Counselor ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly 	<ol style="list-style-type: none"> 1. Trainings held during Pre-service, In-service and PLCs. 2. Trainings held during Pre-service, In-service and PLCs. 3. Trainings held during Pre-service, In-service and PLCs. 4. Trainings held during Pre-service, In-service and PLCs. 5. Trainings held during Pre-service, In-service and PLCs. 6. Next Generation Science Standards <ol style="list-style-type: none"> a. K-3 – Awareness Trainings held during PLCs. b. 4-6 Unit Development during PLCs. c. 7-8 Unit Development& Assessment during PLCs. d. 9-12 Unit Development& Assessment during PLCs. e. Began Process, using CDE toolkit, of evaluating K-8 curriculum materials. f. Sent staff to training for toolkit use. g. Began Lesson and Unit planning to embed Health and Anatomy standards 7. Trainings held during Pre-service, In-service and PLCs. 	<ol style="list-style-type: none"> 1.\$6,000 2.\$11,000. 3.\$10,000. 4.\$25,000. 5.\$5,000. 6.Next Generation Science Standards <ol style="list-style-type: none"> a. No additional costs. b. No additional costs. c. No additional costs. d. No additional costs. e. No additional costs. f. No additional costs. g. No additional costs 7. No additional costs. 8. i\$10,000. 9. i. See cost(s) below. ii. See cost(s) below. iii. No additional costs iv. No additional costs. v. No additional costs. vi. No additional costs. vii. See cost(s) below viii. Continued to utilize Supplemental and 	<ol style="list-style-type: none"> 1. \$5,500 2. \$9,350. 3. \$10,100. 4. \$25,254. 5. \$3,500. 6.Next Generation Science Standards <ol style="list-style-type: none"> a. No additional costs. b. No additional costs. c. No additional costs. d. No additional costs. e. No additional costs. f. No additional costs. g. No additional costs 7. \$8,500. 8. i. See cost(s) below. ii. See cost(s) below. iii. No additional costs iv. No additional costs. v. No additional costs. vi. No additional costs. vii. See cost(s) below viii. Continued to utilize Supplemental and Concentration Grant

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions.</p> <p>iv. Implement an additional period of Designated English Language Development at CHS.</p> <p>v. Organize, plan and staff a Gifted and Talented program at the TK – 8 level.</p> <p>vi. Add funds to classroom budgets for teacher use in helping students meet standards.</p> <p>vii. Add EMS yard duty staff for safety</p> <p>viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.</p> <p>a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor</p> <p>b. EMS additional teachers, paraprofessionals, Counselor</p> <p>c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)</p> <p>d. District-Wide:</p> <p>i. School Nurse,</p> <p>ii. Bilingual Parent Liaison,</p> <p>iii. increased budgets for site supplies,</p> <p>iv. Staff retention through salary increases;</p> <p>v. Technology: staffing, software and hardware increases.</p> <p>vi. Facilities: staffing, transportation, and additional routine maintenance allocations</p> <p>vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget</p>	<p>8. i. Hired one additional TK – 8 Counselor</p> <p>ii. Hired one bilingual paraprofessional at EMS</p> <p>iii. Assessment complete – no need for additional transportation.</p> <p>iv. An additional period of Designated English Language Development implemented at CHS.</p> <p>v. Gifted and Talented program implementation in progress.</p> <p>vi. Funds added using a Zero Based Budgeting approach.</p> <p>vii. Added EMS yard duty staff</p> <p>viii. Continued to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.</p> <p>a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor</p> <p>b. EMS additional teachers, paraprofessionals, Counselor</p> <p>c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)</p> <p>d. District-Wide:</p> <p>i. School Nurse,</p> <p>ii. Bilingual Parent Liaison,</p> <p>iii. increased budgets for site supplies,</p> <p>iv. Staff retention through salary increases;</p> <p>v. Technology: staffing, software and hardware increases.</p> <p>vi. Facilities: staffing, transportation, and additional routine maintenance allocations</p> <p>vii. Federal Programs Supplement: add funds to cover Titles I, III and</p>	<p>Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.</p> <p>a. \$790,495.</p> <p>b. \$402,267.</p> <p>c. \$405,128.</p> <p>d. District-Wide:</p> <p>i. \$320,174</p> <p>ii. Included in d.i.</p> <p>iii. Included in d.1.</p> <p>iv. n/a</p> <p>v. \$254,295</p> <p>vi. \$333,310</p> <p>vii. \$0.00</p>	<p>portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.</p> <p>a. \$690,363</p> <p>b. \$616,851</p> <p>c. \$390,954.</p> <p>d. District-Wide:</p> <p>i. \$217,720.</p> <p>ii. Included in d.i.</p> <p>iii. Included in d.i.</p> <p>iv. n/a.</p> <p>v. \$219,559.</p> <p>vi. \$166,992.</p> <p>vii. \$195,339.</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	ROP program encroachment on General fund budget		

Action 1B – Data Related Training/Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Data Related Training / Actions <ol style="list-style-type: none"> Continue Training for: <ol style="list-style-type: none"> Illuminate Data & Assessment Software Infinite Campus Student Information System Begin to utilize Illuminate software for all data warehousing. Implement selected 9-12 electronic Gradebook Continue process of converting all Cumulative Files to electronic format. Begin Training for any new district-wide assessments as needed. Continue to implement prescribed walk-thru protocols. Assess walk-thru data and recommend site level or systemic changes. Implement any changes to Teacher Evaluation Document 	Data Related Training / Actions <ol style="list-style-type: none"> Trainings held during Pre-service, In-service and PLCs. Illuminate software data warehousing expanded. Electronic Gradebook – School Loop – in use. Historical Cumulative Files converted to electronic format, current file conversion in process. iReady pilot in progress. Prescribed walk-thru protocols in use. Walk-thru data evaluated. No identified need for significant changes. Teacher Evaluation document discussed with union. Any changes to be finalized in 19/20 SY. 	Data Related Training / Actions <ol style="list-style-type: none"> \$4,000. No additional costs. No additional costs. No additional costs. No additional costs.. No additional costs. No additional costs. No additional costs. 	Data Related Training / Actions <ol style="list-style-type: none"> \$1518. No additional costs. No additional costs.. No additional costs.. No additional costs.. No additional costs. No additional costs. No additional costs

Action 1C – Opportunities for Extension

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Opportunities for Extension <ol style="list-style-type: none"> 1. Implement additional Advanced Placement offerings as resources and staffing are available. 2. Implement dual enrollment course offerings. 3. Implement / Continue Training for assisting students who are exceeding standards in: <ol style="list-style-type: none"> a. Benchmark Advance – English Language Arts Curriculum TK-6 b. Springboard - English Language Arts Curriculum 7-8 c. Bridges – Math Curriculum 4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers 5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel. 	Opportunities for Extension <ol style="list-style-type: none"> 1. No additional AP offerings possible at this time. 2. No additional Dual Enrollment offerings possible at this time. 3. Trainings held during Pre-service, In-service and PLCs Assess Gifted/Talented training needed by non – English Language Arts / Math teachers 4. Use of StrengthsFinder expanding at CHS. 	Opportunities for Extension <ol style="list-style-type: none"> 1. No additional costs. 2. No additional costs. 3. No additional costs 4. \$2,000 	Opportunities for Extension <ol style="list-style-type: none"> 1. \$1,450. 2. No additional costs. 3. No additional costs 4. \$2,400.

Analysis

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

Overall, the District implemented the actions and services with fidelity to the LCAP. Again this year, many teachers took advantage of professional development opportunities, and most were involved in the trainings noted above. Teachers attended both on-site formal PD with expert trainers and conference / trainings, as well as engaging in Professional Learning Community based discussions (Data Meetings, Student Study Teams, etc.). Trainings for NGSS were held and the discussion now is how best to implement those

standards. Action 1B.8, implementation of a new teacher evaluation tool was not completed; an acceptable tool is still being negotiated with the Colusa Educators Association. Action 1C.1- teacher training for additional AP courses – was not requested this year.

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

The district did not meet its overall academic growth goals, however, positive gains continue in many areas. Grades Three, Four and Five made significant progress in English Language Arts on the State assessments this year. Since the first time reliable data has been available, every cohort measured made gains this year in ELA. In Math, only two of the five tested grade-level groups saw improvement over last year's scores. However, cohort groups in two of the five groups reversed downward trends; another first since implementation of the SBAC.

The district was unable to measure the number of English Learner students meeting targets this year because of the switch to a new state assessment. However, the percentage of identified , and saw a 0.8% increase in the number of reclassified English Learner students.

Students completing A-G requirements district-wide did not meet the goal, however, students at CHS did meet the goal.

College preparedness on the EAP exceeded the goal by a small margin (1%) for ELA, and missed the goal by a larger margin (9%) on the Math assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference between Goal #1 Budget of \$2,582,669 and estimated actual expenditures of \$2,565,450. Variance is less 0.7%

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

No changes to the Expected Annual Measurable Outcomes, metrics or actions.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
All teachers will be appropriately credentialed and assigned. 100% of teachers will be appropriately credentialed and assigned.	100% of teachers appropriately credentialed and assigned. Goal Met
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100% Students were provided CCSS aligned instructional materials in sufficient quantities at all levels. Teacher report sufficient materials and the district received no complaints. Goal Met
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)	3. Parent involvement has increased at both site level and district level committees. Particularly of note are the increases in ELAC and DELAC involvement. Goal Met
School attendance rates will remain above 95%	4. School attendance rates are above 96% at all sites. Goal Met
Number of students chronically absent will decrease by 10% from previous year. Goal is 164 Students	5. Last year's actual number was 182 chronically absent students. . Number of students chronically absent in 17/18 was 179 a decrease of 2% from the prior year. However, it has been discovered that students who are on medical absences or students out on independent study count as chronically absent. The number of students chronically unexcused absent is below 1% of the overall student number. Goal Not Met
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year: Goals are Middle School rate <1%, High School rate <11.6%	Most recent data available (16/17 SY) Middle School rate 0.003% Goal Met High School rate 1.1%
High School Graduation rate will increase by 5% from previous year. 95.6%	Most recent data available (17/18 SY) Goal Met Overall High School Graduation rate 80.7% Goal Not Met Colusa High 91.1% Colusa Alternative High 84.6% Colusa Alternative Home 48.1%

Expected

Actual

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

Suspension Rate Goals:

Burchfield Primary 0%

0 Students

Egling Middle 8.2%

44 Students

Colusa High 11.6%

47 Students

Expulsions rates

Burchfield Primary <1%

Egling Middle <1%

Colusa High <1%

Suspension Rate Goals:

Burchfield Primary 0.6% **Goal Not Met**

3 Students **Goal Not Met**

Egling Middle 7.3% **Goal Met**

43 Students **Goal Met**

Colusa High **5.0%**

20 Students

Expulsions rates

Burchfield Primary 0% **Goal Met**

Egling Middle 0.34% **Goal Met**

Colusa High 0.24% **Goal Met**

Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere. Overall positive perceptions at or above baseline.

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Implement Revised Discipline handbooks at each site. 2. Gather discipline data and evaluate in March. Use data plan improvement. 3. Implement student Gallop survey and utilize results to guide improvement. 4. Continue to implement Celebrations of Reclassification for ELL. 5. Plan and implement homework help training sessions for parents K-8 6. Plan and present parent trainings on Illuminate and Infinte Campus 	<ol style="list-style-type: none"> 1. Discipline handbooks revised at each site. 2. Discipline data evaluated and processes adjusted as needed. 3. Conclusion of Administration Team was to use the Healthy Kids California survey to gather student perception data. 4. Celebrations of Reclassification for ELL occurred in the fall of 2018 with 71 students earning recalssification. 5. Homework help training sessions for parents K-8 occurred at BPS and EMS. 	<ol style="list-style-type: none"> 1. No additional costs. 2. No additional costs. 3. No additional costs. 4. No additional costs. 5. No additional costs. 6. No additional costs 7. \$12,000 	<ol style="list-style-type: none"> 1. No additional costs. 2. No additional costs. 3. No additional costs. 4. No additional costs. 5. No additional costs. 6. No additional costs 7. \$20,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.	6. Parent trainings on Illuminate and Infinite Campus occurred at BPS and EMS 7. 22 DELAC parents completed CAFE 2 Inspire Training.		

Analysis

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

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

Implementation of the actions and services in this goal area were very consistent with the previous LCAP. A review of discipline data, was accomplished this year and resulting changes in program show results in significant decreases in suspension rates at both EMS and CHS. The increase in suspensions is an anomaly attributed to unusually high numbers of students with diagnosed behavioral issues enrolled at BPS last year.

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

The District was fortunate in finding fully credentialed staff for all positions this year. However, staffing with fully qualified and credentialed teachers remains a concern given the state-wide teacher shortage.

Overall graduation rate was below the target. However, many of the students who did not graduate with a diploma, met the criteria for completing with a certificate. The Home School and Alternative High School continue to have the lowest percentage of graduates, but anecdotal evidence indicates a high percentage of the students who complete these programs progress on to successful career and college experiences.

The District has continued to deal with Chronic Absenteeism based on a situational approach. The state definition of chronically absent students makes no distinction between students absent for illness, religious or cultural reasons and those who are simply absent for no good reason. Given this situation, the District has adopted an approach wherein only the "unexcused" absences will be considered when recommending a student to the District Attendance Review Team.

Parent involvement, particularly efforts to gain increased participation by Hispanic parents, continues to be an area of success for the district. Of particular note was the success of Project – 2 – Inspire parent engagement program. P2I training, led by staff from the California Association for Bilingual Education, saw 22 members of ELAC or DELAC committees complete the entire program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Variance between Budgeted Expenditures of \$13,100 and Estimated Expenses of \$21,000 is 37.6%. This is attributable to the cost of Project to Inspire being included in the budget but not the cost to run DELAC.

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

In order to sustain the momentum of efforts to increase parent involvement, the District will fund the next level of P2I parent engagement program for ELAC and DELAC members. Changes may be found in the Action Items section of Goal 2 in the 2019-2020 CUSD LCAP

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Student access to computers will increase at all levels. **0.8/1 ratio**

Actual

Current ratio 0.87/1 **Goal Met**

Expected

Actual

Electronic communication between school and home will increase. Baseline +5%	Currently CUSD has about 900 separate households, and we send emails to 681 of those homes, an 11% increase from last year alone. Goal Met
General condition of facilities will improve as detailed in Facilities Master Plan Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	General condition of facilities improved as detailed in the Reports made to the Board of Trustees at monthly meetings. Williams FIT inspections at all three school sites ranked the facilities as Good. Goal Met

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1 2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc. 3. Continue to investigate system allowing student use of safe, filtered, monitored school devices. 4. Continue to implement weekend technology/lab access. 5. Increase electronic communication except for items mandated to be supplied in hard copy. 6. Pursue one grant opportunity for technology. 7. Hire one additional Maintenance staff worker to improve facility upkeep. 8. Install updated phone system – safety concern. 	<ol style="list-style-type: none"> 1. CUSD purchased an additional 240 devices bringing the ratio up to 0.92:1 2. Incentives such as snacks were implemented to little effect. 3. CUSD will be using the Go Guardian system to filter student use of district supplied email. 4. Weekend tech lab access was implemented three times with no success. 5. All state-required notifications were supplied via electronic communication. Only a very few were requested in hard copy. 6. CUSD applied for one tech equipment grant. It was not approved. 7. One additional Maintenance staff worker hired. 8. Updated phone system installed. 	<ol style="list-style-type: none"> 1. \$130,000 2. No additional costs. 3. No additional costs. 4. No additional costs. 5. No additional costs. Significant savings in terms of time and printing. 6. No additional costs. 7. \$78,000. 8. \$80,000. 	<ol style="list-style-type: none"> 1. \$126,829 2. No additional costs. 3. No additional costs. 4. No additional costs. 5. No additional costs. Significant savings in terms of time and printing. 6. No additional costs. 7. \$0 8. \$65,046

Analysis

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

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

All actions and services listed under Goal 3 have been substantially completed.

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

The District continues to make progress toward the goal of full access to technology. However, CUSD's approach to technology for students is switching. The notion of 1:1 is being replaced by a philosophy of, "Have a device available to every student who needs one, when they need it." This varies by grade level and by device type.

Opening access to a computer lab on weekends saw no participation. Students at Colusa High reported they have sufficient access to technology during, before and after school.

Increasingly, communication from school is distributed electronically, and to more parents. The District continues to make progress in going to paperless student and staff records.

Efforts to maintain and improve facilities continue to show success. Preventative maintenance and facilities upgrades are planned and implemented in a logical and efficient manner. Williams Act compliance remains at 100%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures were \$288,000 with estimated expenses being \$241,875; a variance of 16.0%. The primary reason is that the cost estimate for additional MOT personnel was overestimated.

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

No changes to the Expected Annual Measurable Outcomes, metrics or actions.

Stakeholder Engagement

LCAP Year: 2019–20

Involvement Process for LCAP and Annual Update

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

During the 2018-19 school year the District met with stakeholders throughout the year. Each school site has a School Site Council, English Learner Advisory Committee, Staff Committees, Staff Leadership Teams, Student Leadership classes and Parent groups. The District hosted Community meetings, Staff Collaboration meetings, Board of Trustee meetings, Student Leadership meetings, and District English Language Advisory Committee meetings. These groups were provided (as detailed below) with data and information including:

- Internal benchmark assessment results (STAR reading/math scores; BPST scores; mid-term exams, etc.)
- State summative assessment results (ELPAC, SBAC, CST tests, etc.)
- Internally generated parent, staff and student surveys
- Externally generated staff and student surveys
- Quantitative information on atmosphere indicators (ex: student attendance, absenteeism, discipline)
- Anecdotal/observational information from staff, parents, students and community members.

District Meetings:

See Appendix C: [Colusa Unified District Level Stakeholder Engagement](#)

Site Meetings:

See Appendix D: [Burchfield Primary School Stakeholder Engagement](#)

See Appendix E: [Egling Middle School Stakeholder Engagement](#)

See Appendix F: [Colusa High School, Alternative High, and Home School Stakeholder Engagement](#)

California School Employees Association (CSEA)

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

May X, 2019

California Teachers Association (CTA)

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

May X, 2019

Date Draft Posted: 15 May 2019

Date of Board Public Hearing: XX June 2019

Submitted for board approval: XX June 2019

DRAFT

Impact on LCAP and Annual Update

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

Board of Trustee Input:

Again this year the Board adopted the previously identified Goals. After extensive discussion, the following changes and additions were included:

Goal 1:

Possibly add an additional 4th Grade teacher to keep class sizes below 28:1

Begin process of adding Career Tech Education Business Pathway, and utilize CTE Incentive Grant to remodel classroom and purchase equipment.

Goal 3:

Remodel CHS restrooms in conjunction with Career Tech Education Grant projects.

Add seating for outdoor field events.

Replace Kindergarten Building doors with more secure models.

Leadership Team Input:

Maintain emphasis on providing teachers and staff with as much training as possible.

Use grant and developer fees to make facility improvements needed at CHS.

Switch emphasis from 1:1 to an approach which insures devices are readily available when needed, but not sitting idle for a majority of the day.

Administration Team Input:

Continue planning for Next Generation Science Standards and History / Social Studies curriculum adoption: find an efficient and reasonable solution to the dilemma of short instructional time vs. the need to add these topics to K-3 curriculum.

Continue to focus on teacher training and support.

Expand on trainings offered to paraprofessionals. Be sure to include them in curriculum trainings as much as possible.

Expand on technology related staff training.

Implement approved Enrichment Program for High Achieving Students and revisit the concept next year as well.

California School Employees Association:

TBD.

California Teachers Association:

TBD.

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

Continued training on Illuminate software – particularly in regards to report cards and progress reports.

Training needed for staff on Infinite Campus – student information system software.

Continue to refine interventions for chronically absent students.
Focus on adding CTE pathways at CHS.

Student Input:

Decided that there is sufficient access to computers during regular school days, and therefore weekend access no longer a need.
Discussed facility condition, and suggested specific upgrades.

Suggested tree removal and solar installed with a link for data use by Environmental Science Academy,
and other specific classes (math, science).

New track and associated upgrades to stadium.

Gym floor and bleachers.

Tennis Courts.

Soccer field.

Worked to formulate a suggested Course Evaluation for distribution to teachers.

Bring back CHS App with push notifications.

Implement a signing ceremony to recognize student athletes playing at the college level.

Offer additional tutoring for ACT and SAT exams.

Continued to suggest changes to Senior Project requirements.

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

Suggested additional support for ELL students as needed.

The Reclassification Ceremony held in the fall was very popular, and the desire is to continue with that event each year.

DELAC continues to want additional devices for students as quickly as possible.

Requested expanded use of the whisper system (simultaneous broadcast of Spanish translation).

The need for improved traffic flow and safety at BPS and EMS was frequent topic.

Committed to finding parents to enroll in the CA Assoc. for Bilingual Education's Project – 2 – Inspire Level 3 training (Need 25 parents for 12 sessions of 2-3 hours)

Voted to recommend approval at the meeting on xx/xx/xxxx.

2019 – 2020 Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Improve Student Achievement and Close Achievement Gaps

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Identified Need:

State Priority 2:

Student learning will increase as the District refines focus to include curriculum materials aligned with the History Social Science and Next Generation Science Standards.

State Priority 4:

Student Achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board.

A significant achievement gap remains between student sub groups – specifically between Hispanic and White students, and between those students eligible for free and reduced priced meals and students not eligible for that program.

CUSD would like to see a higher percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks

English learner reclassification rate is at an acceptable level, but it is our mission to see it increase even more.

State Priority 7:

CUSD intends to continue offering expanded programs and services developed and provided to unduplicated pupils.

Cooperatively, with the Special Education Local Plan Authority, CUSD will continue to provide high-quality programs and services developed and provided to individuals with exceptional needs

State Priority 8:

CUSD will continue to offer courses of student as prescribed by Education Codes 51210 and 51220.

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 8 Math M & E 37%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 50% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 45%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 56% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 51%	
Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.	31 % in 14/15	34%	37%	40%
English Language Learners who show adequate growth will increase by 5%	54% in 14/15	59%	64%	69% Note: California Department of Education may not have data available using the new ELPAC test results.
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	2 year average from 13/14 and 14/15 is 33% scoring 3 or higher	36%	39%	40%
English Learner Reclassification Rate	6.2% in 15/16	No data available due to switch from CELDT to ELPAC	TBD based on initial ELPAC test results.	TBD based on initial ELPAC test results.
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year	11th Grade Status Score: Grade 11 ELA M&E 58% Grade 11 Math M&E 30%	Grade 11 ELA M&E 63% Grade 11 Math M&E 35%	Grade 11 ELA M&E 68% Grade 11 Math M&E 40%	Grade 11 ELA M&E 73% Grade 11 Math M&E 45%

Planned Actions / Services

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

Action 1A

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

1. Benchmark Advance – English Language Arts Curriculum TK-6

2018-19 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

1. Benchmark Advance – English Language Arts Curriculum TK-6

2019-20 Actions/Services

Curriculum Related Training / Actions

Implement / Continue Training for:

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

2018-19 Actions/Services

- c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
- d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through salary increases;
 - v. Technology: staffing, software and hardware increases.
 - vi. Facilities: staffing, transportation, and additional routine maintenance allocations

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<p>\$14,000 Trainer Costs Budget Object Code 5800</p> <p>\$22,000 Staff Compensation Budget Object Code 1100</p> <p>\$230,000 Curriculum Budget Object Code 4100 & 4300</p> <p>a. BPS - additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200- \$717,170</p> <p>b. EMS - additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176</p> <p>c. CHS - Additional Teachers and class offerings (Spanish, AP, etc.) Budget Object code 1100- \$374,010</p> <p>d. District-Wide:</p>	<p>1. \$6,000 Trainer Costs Budget Object Code 5800</p> <p>2. \$11,000 Staff Compensation Budget Object Code 1100</p> <p>3. \$10,000</p> <p>4. \$25,000</p> <p>5. \$5,000</p> <p>6. . No additional cost</p> <p>7. . \$10,000</p> <p>8. \$78,000</p> <p>a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$790,495</p> <p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$402,267</p>	<p>\$4,000 Trainer Costs Budget Object Code 5800</p> <p>2. No budgeted cost(s)</p> <p>3. No budgeted cost(s)</p> <p>4. \$10,000 Trainer cost Object Code 5800</p> <p>5.</p> <p>a. BPS – additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$711,073,</p> <p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$635,356</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$402,682</p> <p>d. District-Wide:</p>

Year	2017-18	2018-19	2019-20
	<p>i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-.\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>iv. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget- Budget Object Code 8980- \$355,796</p>	<p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796</p>	<p>i.School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention, , Staff retention through salary increases Budget Object Code 1100-2999- \$434,251</p> <p>ii.Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300- \$226,145,</p> <p>iii.Facilities: staffing, Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$172,001</p> <p>Federal Programs Supplement: add funds to cover ROP program encroachment on General fund budget – Budget Object Code 8980 \$201,199</p>
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.

Action 1B

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services**Data Related Training / Actions**

1. Implement / Continue Training for:
 - a. Illuminate Data & Assessment Software
 - b. Infinite Campus Student Information System.
 - c. Assess Infinite Campus Software as 9 - 12 Gradebook vs. School Loop
2. Begin Process of converting all Cumulative Files to electronic format.
3. Evaluate district-wide assessment practices.
4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems:
 - a. iReady.
 - b. NWEA=MAPs.

2018-19 Actions/Services**Data Related Training / Actions**

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

2019-20 Actions/Services**Data Related Training / Actions**

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

2017-18 Actions/Services

- c. SBAC Interim Assessments.
 - d. Other
 - 5. Determine whether new/modified system would be more beneficial to students.
 - 6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1st – 11th Grades.)
 - 7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators.
 - a. Include District – Wide and Site Specific items.
 - b. Ensure assessments provided in Curriculum are being utilized consistently.
 - 8. Implement prescribed walk-thru protocols.
 - 9. Assess walk-thru data and recommend site level or systemic changes.
 - 10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.
 - 11. Examine Instructional Year Calendar changes to facilitate deeper / more effective collaboration.
 - a. Instructional minutes @ each site.
 - b. Length and frequency of collaboration.
 - c. Starting time (particularly at High School)
- Assess Teacher Evaluation Document and present options for changes to all stakeholders

2018-19 Actions/Services

- 7. Assess walk-thru data and recommend site level or systemic changes.
- 8. Implement any changes to Teacher Evaluation Document

2019-20 Actions/Services

- 7. Assess walk-thru data and recommend site level or systemic changes.
- 8. Continue discussion and agree upon changes to Teacher Evaluation Document
- 9. Implement iReady

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,720	\$4,000 Training	1.-7. \$5,000 8. \$2,000 Training 9. \$60,000 iReady
Source	LCFF Funds	LCFF Funds	LCFF Funds

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

Action 1C

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Opportunities for Extension

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

Create a “Newcomer” Homework Help club for Immigrant students newly arrived.

2018-19 Actions/Services

Opportunities for Extension

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

2019-20 Actions/Services

Opportunities for Extension

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$2,000 StrengthsFinders Fee	1.-4. \$4,000 AP Training & Materials 5. \$2,400 Strengths Finder 6. \$25,000 7. \$25,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Identified Need:

- State Priority 1:
Maintaining and improving the atmosphere in our schools is key to recruiting and retaining high quality, fully-credentialed teachers.
- State Priority 2:
Increasing the frequency and quality of communication with parents of All student, but particularly ELL students, will enhance engagement for the students.
- State Priority 3:
Improving communication with parents is a key component of effective schools.
- State Priority 5:
Increasing attendance is another key to increased student learning.

The district constantly works to decrease absenteeism, dropouts, suspension and expulsion rates.

State Priority 7:

CUSD intends to continue offering expanded programs and services to all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be appropriately credentialed and assigned.	95% in 2016/17	100%	100%	100%
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100%	100%	100%	100%
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)	Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	Attendance or participation at or above baseline. DELAC participation up 19% from previous year.	Attendance or participation at or above baseline.	Attendance or participation at or above baseline.
School attendance rates will remain above 95%	96%	95%+	95%+	95%+
Number of students chronically absent will decrease by 10% from previous year	64 Students in 14/15	58 Students	52 Students	46 Students
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year	Middle School rate <1% High School rate 17.6% in 15/16	Middle School rate <1% High School rate <14.6%	Middle School rate <1% High School rate <11.6%	Middle School rate <1% High School rate <8.6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.	Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline	Overall positive perceptions at or above baseline. Anecdotal observation only. HKCS will be administered again in the 18/19 SY.	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices.
2. Ensure attendance, tobacco and other district wide policies are consistent.
3. Implement site-wide discipline vocabulary consistency.
4. Gather discipline data and evaluate in March.
5. Modify IC software so that there is admin approval before any level of discipline report goes home.
6. Implement student Gallop survey.
7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill.
8. Celebration of Reclassification for English Language Learners.
9. Change Job Description of TK-8 counselor to focus more on behavioral health.
10. Plan and implement homework help training sessions for parents K-8
11. Plan and present parent trainings on Illuminate and Infinite Campus

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100 Supplies	#1-7 \$1,100 Supplies #8 \$14,000 for CABE Training	1. – 5. \$1,100 Supplies 6. \$20,000
Source	Base Budget	Base Budget	Base Budget

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,7

Identified Need:

State Priority: 1

Sufficient access to instructional materials implies access to on-line materials as well. Access to computers for students is not at the desired level. Technology-based instruction continues to be limited because access to devices is limited. As more instruction depends upon on use of devices, the demand continues to grow. Additionally, more devices means less time necessary to complete state testing.

State Priority: 7

Facilities, while much improved after the Measure A Bond project, are dated and in need of modernization in many places.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to computers will increase at all levels.	Current ratio of devices 0.6/1	0.7/1 ratio	0.8/1 ratio	0.9/1
Electronic communication between school and home will increase.	Number of parents on email list in 17/18 will be baseline.	Baseline: 615 of 901 households have entered an email address	Baseline +10%	Baseline +20%
Instructional technology use will increase at all levels.	17/18 Walk-Thru Data will be baseline – frequency of device use will be metric	Baseline: TBD	Baseline +5%	Baseline +10%
General condition of facilities will improve as detailed in Facilities Master Plan	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

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

Pursue one grant opportunity for technology.

2018-19 Actions/Services

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

2019-20 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Increase electronic communication except for items mandated to be supplied in hard copy.
4. Pursue one grant opportunity for technology.
5. Remodel CHS 500 Wing Restrooms to meet ADA requirements.
6. Purchase bleachers for soccer, tennis, baseball use.
7. Install new doors on Kindergarten building for safety.
8. Install additional security cameras at BPS and EMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	1. \$130,000 6. \$78,000	1. \$120,000 5. \$130,000 from Developer Fee Fund

Year	2017-18	2018-19	2019-20
		\$80,000	6. \$15,000 from General Fund 7. \$5,000 from General Fund 8. \$16,000 from General Fund
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300

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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$2,773,633

23.31 %

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

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

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

Use of supplemental and concentration funding by site:

Burchfield Primary: Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$790,495

Egling Middle School: Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes. \$402,267

Colusa High/Alt. High/Home School: Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$405,128

District – Wide Miscellaneous: Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$320,174

District – Wide Technology: Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$254,295

District – Wide Facilities: Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$333,310

District – Wide Federal Program Encroachment: Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$355,796

TOTAL \$2,861,465

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$2,901,288

23.61 %

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

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

In addition to the table below, additional training in the amount of \$27,400, DELAC and discipline are budgeted at \$21,000 and technology and facility enhancements are budgeted at \$136,000.

Use of supplemental and concentration funding by site:

Burchfield Primary: Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$711,074

Egling Middle School: Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes. \$635,357

Colusa High/Alt. High/Home School: Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$402,683

District – Wide Miscellaneous: Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$434,252

District – Wide Technology: Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$226,146

District – Wide Facilities: Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$172,001

District – Wide Federal Program Encroachment: Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$201,199

TOTAL \$2,967,111

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

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

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Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

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

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

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

(e) "Expulsion rate" shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

Appendix C:

Colusa Unified Stakeholder Engagement

Date (double click cell)	Time	Stakeholder s	Topic	Assessmen t	Data	State Priority	Notes
8/2/2018	0900-1100	Administrators	Closing Achievement Gaps	-	Discipline	School Facilities - Priority 1	Start of school meeting for leadership team.
		Leadership Team	Discipline			Implementation of Standards - Priority 2	
						Other Pupil Outcomes - Priority 8	
8/13/2018	0730-1200	All Staff	Safety		Community Survey	Attendance/Absenteeism - Priority 5	Back-to-School Meeting
		Board of Trustees	Student Achievement		Student Achievement	Parent Input - Priority 3	
		Community Organizations	Business Officew Operations		Student Survey	School Facilities - Priority 1	
			Special Education Operations				
8/20/2018	1700-1900	Board of Trustees	Student Achievement		Student Achievement	Broad Course of Study - Priority 7	Regular Board Meeting
		Leadership Team	District Business			Implementation of Standards - Priority 2	
		Community				Parent Input - Priority 3	
8/22/2018	1300-1400	Certificated Staff	History Social Sciences Curriculum			Implementation of Standards - Priority 2	
		Administrators					
8/28/2018	1700-1900	Administrators	Discipline		Discipline	Suspension Rate - Priority 6	Special Board meeting on Bullying Prevention efforts in CUSD
		Board of Trustees			Expulsion Rate	Attendance/Absenteeism - Priority 5	
					Suspension Rate	Expulsion Rate - Priority 6	

9/6/2018	0900-1100	Leadership Team	Student Achievement	CAASPP	Community Survey	Attendance/Absenteeism - Priority 5	
			Pilot iReady		Other	Implementation of Standards - Priority 2	
			Closing Achievement Gaps			School Facilities - Priority 1	
			Facility Improvement				
9/10/2018	1730-1830	Community	Facility Improvement	None	Community Survey	School Facilities - Priority 1	Community meeting to discuss possible major facility projects
		Community Organizations			Other		
9/17/2018	1600-2000	Administrators	Continue to Implement Celebrations of Reclassification for ELL	ELPACS		Broad Course of Study - Priority 7	Regular Board meeting with Welcome Ceremony for new staff
		Board of Trustees	Closing Achievement Gaps			Implementation of Standards - Priority 2	
		Community	Implement Weekend Technology/Lab Access			English Learner Reclassification - Priority 4	
			Implement Inclusion of StrengthsFinder in the Freshman Wheel			Teachers Appropriately Credentialed - Priority 1	
9/26/2018	0830-0930	Certificated Staff	History Social Science Curriculum			Implementation of Standards - Priority 2	Adoption Committee Meeting.
		Administrators					
9/26/2018	1700-1800	DELAC	Continue to Implement Celebrations of Reclassification for ELL	ELPACS	Other	English Learner Progress - Priority 4	Reclassification Ceremony
		ELAC				English Learner Reclassification - Priority 4	
		Community				Implementation of Standards - Priority 2	

		All Staff				Parent Input for Unduplicated Pupils - Priority 3	
		Administrators					
10/4/2018	0900-1130	Leadership Team	Pilot iReady	ELPACS	Other	Broad Course of Study - Priority 7	Regular Leadership Team Meeting
			Student Achievement	CAASPP		Implementation of Standards - Priority 2	
			Closing Achievement Gaps			Parent Input - Priority 3	
						School Facilities - Priority 1	
10/8/2018	0830-0100	Administrators	Implement Weekend Technology/Lab Access			Attendance/Absenteeism - Priority 5	Regular Principal Team Meeting
			Discipline			Expulsion Rate - Priority 6	
			Negotiate Changes to Teacher Evaluation Document			Sufficient Instructional Materials - Priority 1	
			Pilot iReady			Teachers Appropriately Credentialed - Priority 1	
			Walk-Thru Protocols				
10/8/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	2nd Community Meeting about Improving School Facilities
10/11/2018	All Day	Parents	Pond Day			Broad Course of Study - Priority 7	Student Engagement and Science focused experience
		Students					
10/15/2018	0830-1000	Administrators	Discipline			Attendance/Absenteeism - Priority 5	Also discussed retention and teacher evaluation
			Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			NGSS			Sufficient Instructional Materials - Priority 1	
			Pilot iReady				
10/29/2018	0830-1100	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Regular Principal Team Meeting

			Student Achievement	CBA		Parent Input - Priority 3	
						Parent Input for Unduplicated Pupils - Priority 3	
			Pilot iReady	ACC Math		Attendance/Absenteeism - Priority 5	
				ACC Reading BPST			
10/29/2018	1800-1900	DELAC	English 3D: ELD Curriculum 4-8			English Learner Progress - Priority 4	DELAC Meeting
			Expand Purchase of Student Devices				
			Student Achievement				
			Implement CABA Trainings				
11/1/2018	1500-1600	Certificated Staff	History Social Sciences Curriculum			Broad Course of Study - Priority 7	Adoption Committee Meeting
		Administrators				Implementation of Standards - Priority 2	
11/1/2018	0900-1100	Leadership Team	Discipline			Attendance/Absenteeism - Priority 5	Regular Leadership Team Meeting
			Illuminate Data & Assessment Software			Parent Input - Priority 3	
			Continue Process of Converting all Cumulative			School Facilities - Priority 1	
						Attendance/Absenteeism - Priority 5	
						-	
11/5/2018	1700-1800	Community	Facility Improvement			School Facilities - Priority 1	3rd Community Meeting regarding major changes to our facility plans
11/14/2018	1420-1500	All Staff	Closing Achievement Gaps	CAASPP		Implementation of Standards - Priority 2	Collaboration Meeting

			Student Achievement			Sufficient Instructional Materials - Priority 1	
						Other Pupil Outcomes - Priority 8	
11/26/2018	1715-2015	Board of Trustees	Expand Purchase of Student Devices				Regular Board Meeting
		Administrators	Closing Achievement Gaps		Student Achievement	Broad Course of Study - Priority 7	
		Community				Implementation of Standards - Priority 2	
						Programs for English Learners - Priority 2	
11/28/2018	1730-1900	DELAC	Closing Achievement Gaps			English Learner Progress - Priority 4	DELAC Meeting
			Homework Help Training			Parent Input for Unduplicated Pupils - Priority 3	
			Project to Inspire			Programs for English Learners - Priority 2	
12/3/2018	0830-1030	Administrators	Pilot iReady				Principals Team Meeting
			Closing Achievement Gaps	None	Student Achievement	Implementation of Standards - Priority 2	
						English Learner Progress - Priority 4	
12/6/2018	0900-1100	Leadership Team	Implement Weekend Technology/Lab Access			English Learner Progress - Priority 4	Leadership Team Meeting
			Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Expand Purchase of Student Devices			School Facilities - Priority 1	
			Pilot iReady			Programs for English Learners - Priority 2	

12/6/2018	1800-1830	Parent Club	Grant Opportunity for Technology			School Facilities - Priority 1	BPS Parent Club - discussion of fundraising and electronic marquee
12/10/2018		Administrators	Closing Achievement Gaps		Student Achievement	Implementation of Standards - Priority 2	Principals Team Meeting
			Pilot iReady			Attendance/Absenteeism - Priority 5	
			Walk-Thru Protocols			Sufficient Instructional Materials - Priority 1	
			Negotiate Changes to Teacher Evaluation Document				
			Expand Purchase of Student Devices				
12/10/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	Community Meeting
		Parents					
		All Staff					
12/17/2018	1715-2100	Board of Trustees	Review LCAP Goals			ALL	Board Meeting - Reviewed LCAP Goals, discussed whether modifications were necessary, and decided to maintain current focus.
		All Staff					
		Community					
1/10/2019	0900-1130	Leadership Team	Improvement Planning Process			ALL	Leadership Team Meeting
			ELPAC and CAASPP Testing Coordination				
1/10/2019	1400-1500	Students	Discuss their ideas for			Achievment	CHS Leadership

			systemic improvement				Class meeting with Superintendent
						Technology	
						Facilities	
						Atmosphere	
1/14/2019	1715-2130	Board of Trustees	Continue Systemic Improvement Discussion			All LCAP Goal areas	Regular Monthly Board Meeting
		All Staff					
		Community					
1/23/2019	1730-1830	Parents	School Facilities and Sports Equipment needs			School Facilities - Priority 1	Colusa Athletic RedHawk Foundation regular Meeting
1/28/2019	0830-0930	Administrators	Pilot iReady			Broad Course of Study - Priority 7	Principals Team Meeting
			NGSS			Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps			Sufficient Instructional Materials - Priority 1	
1/30/2019	1345-1415	Certificated Staff	Closing Achievement Gaps			All	Meeting with BPS staff to discuss 19-20 LCAP improvement ideas.
			Pilot iReady				
			Student Achievement				
2/4/2019	1630-1800	Board of Trustees	Low Performing Student Block Grant			Other Pupil Outcomes - Priority 8	Approved plan to help students (other than ELL, FRPL, Homeless or Foster) improve achievement.
		Administrators					

2/11/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas		All	Regular Board Meeting
		Administrators				
		All Staff				
		Community				
2/25/2019	08930-1000	Administrators	Continue discussions of LCAP ideas		All	Principals Team Meeting
2/20/2019	1800-1930	DELAC	Begin Discussion of LCAP Improvement ideas		English Learner Progress - Priority 4	Regular DELAC Meeting
					English Learner Reclassification - Priority 4	
					Broad Course of Study - Priority 7	
					Sufficient Instructional Materials - Priority 1	
3/7/2019	0900-1130	Leadership Team	Continue discussions of LCAP ideas		All	Leadership Team Meeting
3/13/2019	1415-1500	Certificated Staff	Continue discussions of LCAP ideas		All	Collaboration Meeting at EMS
3/18/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas		All	Regular Board Meeting
		All Staff				
		Community				
3/25/2019	0900-1000	Administrators	Continue discussions of LCAP ideas		All	Principals Team Meeting

3/27/2019	1800-1930	DELAC	Continue discussions of LCAP ideas			All	DELAC Meeting
3/27/2019	1530-1630	Certificated Staff	Pilot iReady			Programs for English Learners - Priority 2 Other Pupil Outcomes - Priority 8	iReady outcomes discussion
3/28/2019	1500-1600	Certificated Staff	HSS Curriculum Adoption			Implementation of Standards - Priority 2	HSS Curriculum Committee Meeting
4/1/2019	0900-1030	Administrators	Continue discussion of LCAP ideas			All	Principals Team Meeting
4/1/2019	1430-1530	Certificated Staff	NGSS			Implementation of Standards - Priority 2	NGSS Committee Meeting
4/2/2019	1420-1510	Students	Continue discussion of LCAP ideas			All	CHS Leadership Class meeting with Superintendent
4/4/2019	0830-1030	Leadership Team	Continue discussion of LCAP ideas			All	Leadership Team Meeting

4/9/2019	0830-0930	Administrators	Continue discussion of LCAP ideas			All	Principals Team Meeting
4/15/2019	1600-2000	Board of Trustees	Continue discussion of LCAP ideas			All	Regular Board Meeting
		Community					
		Parents					
		All Staff					
4/17/2019	1800-1930	DELAC	Continue discussion of LCAP ideas			All	DELAC Meeting

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Appendix D:

Burchfield Primary School Stakeholder Engagement.

Date	Time	Stakeholders	Topic	Assessment	Data	State Priority	Notes
8/30/2018	6:00 p.m.-7 p.m.	Certificated Staff	Student Achievement	None	Student Achievement	Attendance/Absenteeism - Priority 5	Parents were informed on: Visible Learning-correlations between student academic achievement and parent expectations. Our counselor provided data on attendance and graduation/drop-out rates. Parents were informed about the DART process and the new Volunteer Form process.. Lupe reminded parents the purpose of DELAC and ELAC.
		Parent Club				Drop Out Rate - Priority 5	
		ELAC				Graduation Rate - Priority 5	
		Parents					
8/21/2018	5:15-7:05	All Staff	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Back to School Night. Kinder had a special 35 min. session for Spanish speaking parents using our translator. The rest of the classes followed with their own classroom presentations.
		Parents	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Discipline				
			Student Achievement				
8/5/2018 and 8/6/18	3:00 pm-10:00 pm and 8:00 a.m.-3:00 p.m.	Certificated Staff	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum				
8/8/2018	11:00 am-1:00 pm	Certificated Staff	Smartboard PD	None	None	-	Classroom Interactive Technology
8/6/2018	8:00 a.m.-3:00 p.m.	Certificated Staff	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum		-		
8/7/2018	9:00 a.m.-11:00 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Classified Staff					
		Parents					
		Students					
8/8/2018	9:00 a.m.-11:00 a.m.	Certificated Staff	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Classified Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Parents			-		
		Students					
		Administrators					
8/9/2018	9:00 a.m.-11:00 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	

		Classified Staff					expectations and goals for their children's educational success.
		Parents					
		Students					
8/22/2018	3:00 p.m.- 4:30 p.m.	Administrators	Bridges: Math Curriculum	None	None	Implementation of Standards - Priority 2	Webinar training on Reflex Math online software program for K-3. Focus on Math Facts.
		Certificated Staff					
9/6/2018	7:45 a.m.- 8:10 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA team met to discuss EL Reclassification Requirements, BA pacing guide, and Unit Assessment dates.
		Certificated Staff	Continue to Implement Celebrations of Reclassification for ELL	STAR Reading		English Learner Reclassification - Priority 4	
						Implementation of Standards - Priority 2	
9/4/2018	2:30 p.m.- 3:15 p.m.	Administrators	Continue to Implement Celebrations of Reclassification for ELL	None	None	English Learner Progress - Priority 4	BPS Leadership team met to discuss SPED services, EL Reclassification Celebration, 9/11 Remembrance, Parent Club, Book Fair, NGSS presentation, Community Meetings and concerns (after school tutoring).
		Certificated Staff	NGSS			English Learner Reclassification - Priority 4	
			Student Achievement			Implementation of Standards - Priority 2	
						Parent Input - Priority 3	
9/11/2018	2:30 p.m.- 3:15 p.m.	Administrators	Bridges: Math Curriculum	None		Implementation of Standards - Priority 2	BPS Math Team discussed math pretest for after school intervention, Reflex Math online program focusing on math facts, and how to find math scores on Illuminate.
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software		Other		
9/13/2018	6:00 p.m.- 7:00 p.m.	Administrators	Closing Achievement Gaps	None	None	English Learner Reclassification - Priority 4	BPS ELAC discussed ELCAP, Site Safety Plan, introduced new counselor, and election of new ELAC officials.
		ELAC	Student Achievement			Parent Input - Priority 3	
		Certificated Staff	Implement Weekend Technology/Lab Access			School Facilities - Priority 1	
9/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	NGSS	None	None	Implementation of Standards - Priority 2	Erika Lemenager presented upcoming year of adoption for NGSS for K-3.
		All Staff				Sufficient Instructional Materials - Priority 1	
9/17/2018	8:30 a.m.- 9:00 a.m.	Administrators		None	None	Broad Course of Study - Priority 7	Constitution Day Assembly with special speaker.
		All Staff					
		Students					
9/25/2018		Parent Club		None	None	Parent Input - Priority 3	

	6:00 p.m.- 7:00 p.m.	Administrators				School Facilities - Priority 1	With 18 parents in attendance, we discussed budget finances, upcoming fundraisers (including jog-a-thon and Fall Festival), and yearbook sales.
9/26/2018	10:45- 12:00	Administrators	Discipline	None	Discipline	Other Pupil Outcomes - Priority 8	Students from each class and grade level participated in a monthly Manners Matter Lunch Celebration in the cafeteria.
		Students					
		Classified Staff					
10/1/2018	2:30 p.m.- 3:15 p.m.	Administrators	Illuminate Data & Assessment Software	BPST	None	English Learner Progress - Priority 4	Illuminate Team discussed standard progress report for parents generated through Illuminate, Kinder placing scores into a Gradebook in Illuminate.
		Certificated Staff		HFW		Other Pupil Outcomes - Priority 8	
						Implementation of Standards - Priority 2	
10/2/2018	6:00 p.m.- 7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parents met to prepare for jog-a-thon on Friday including creating student bibs.
10/3/2018	2:00 p.m.- 3:00 p.m.	All Staff	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussing Evidence of Learning, Fluency, Positive Behavior Interventions and Supports (PBIS), Fall Festival, Jog-a-thon, and Autism Conference.
		Administrators	Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Discipline			Other Pupil Outcomes - Priority 8	
			Student Achievement				
10/5/2018	9:00 a.m.- 11:00	Students		None	None	Parent Input - Priority 3	Parent Club organized and supervised student Jog-a-thon.
		Parent Club					
		Parents					
		All Staff					
10/5/2018	2:30 p.m.- 3:30 p.m.	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	BPS Leadership Team discussed: 1. PBIS PraiseNotes/Assemblies a. November 2 2. ELA/Illuminate Stipends 3. School Site Council a. Need a teacher to replace Mr. B b. Alesha Rush will be our new SPED teacher 4. Grade Level reports
		Certificated Staff				Other Pupil Outcomes - Priority 8	
10/9/2018	2:30 p.m.- 3:00 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team discussed the A.L.I.C.E training the principal attended during the summer. The principal shared data on school shootings and preparedness training.
		Certificated Staff					
10/9/2018	3:00 p.m.- 4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Parent Input - Priority 3	Principal established cabinet via votes and distributed: -BPS School Site Council Bylaws -SARC -LCAP -Comprehensive School Safety Plan
		Certificated Staff	Bridges: Math Curriculum			School Facilities - Priority 1	
		Classified Staff				Sufficient Instructional Materials - Priority 1	
		Parents					

10/25/2018	4:30 p.m.- 8:30 p.m.	Administrators		None	None	Parent Input - Priority 3	BPS first annual Fall Festival for the community.
		All Staff					
		Parent Club					
		Community					
		Community Organizations					
10/26/2018	8:00 a.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Benchmark Advance Training day for K-3.
		Certificated Staff				Implementation of Standards - Priority 2	
11/2/2018	8:15 a.m.- 10:10 a.m.	Administrators	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS award assembly recognizing our four pillars of good behavior: 1. safety, 2. responsibility, 3. respect, 4. kindness. We also recognized perfect attendance.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
11/6/2018	2:30 p.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA Team discussed: 1. Assessments
		Certificated Staff	Closing Achievement Gaps			Implementation of Standards - Priority 2	2. Spelling Sound Cards
			Student Achievement			Sufficient Instructional Materials - Priority 1	3. Report Cards
							4. Data Meetings
11/6/2018	3:00 p.m.- 4:00 p.m.	School Site Council	Expand Purchase of Student Devices	None	Other	English Learner Progress - Priority 4	School Site Council discussed: Project to Inspire-Parent training, purchasing portable units, and one-to-one chromebooks district-wide.
		Administrators	Implement CABE Trainings			Parent Input - Priority 3	
						Programs for English Learners - Priority 2	
						School Facilities - Priority 1	
11/6/2018	6:00 p.m.- 7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parent club discussed success of Fall Festival and what things could be done better for next year. How can we use fundraised money to support teachers? Invite Superintendent to clear up questions on how to use finances.
		Administrators					
11/7/2018	2:00 p.m.- 3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussed the following: 1. How do we know students have learned? (5 min.)
		Certificated Staff	Benchmark Advance: ELA Curriculum		Student Achievement	Implementation of Standards - Priority 2	a. Formative Assessment
			Discipline			Other Pupil Outcomes - Priority 8	i. Math writing journal
							2. Shared Strategies
							a. Smith, Harmon, Fredrickson (10 min)
							b. Deanna Jarrett- Journal (10 min.)
							3. PBIS-Positive Behavioral Interventions and Supports (15 min.)
							a. Praise Notes
							4. Mr. Newman (20 min.)
							a. Social Studies Adoption
11/8/2018	2:30 p.m.- 3:30 p.m.	Administrators	Closing Achievement Gaps	None	Other	Attendance/Absenteeism - Priority 5	Leadership team discussed the following: 1. 5-Ways/Intervention
		Certificated Staff	Discipline		Staff Survey	English Learner Progress - Priority 4	2. PBIS PraiseNotes/Assemblies
						School Facilities - Priority 1	

							3. Operational Staff Meeting for Wednesday, November 14
11/8/2018	6:00 p.m.-7:00 p.m.	ELAC	-	None	None	Attendance/Absenteeism - Priority 5	ELAC meeting report on Project to Inspire, LCAP, Attendance.
		Administrators				Parent Input - Priority 3	
11/29/2018	2:30 p.m.-3:15 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Math Team discussed the following: 1. Third Grade Math Conference 2. Reflex Math 3. Vertical Articulation: Essential Standards
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Student Achievement				
12/3/2018	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	Attendance/Absenteeism - Priority 5	Leadership Team discussed the following: 1. One on one data meetings 2. Essential Standards Collaboration 3. Monthly Celebrations and Recognitions 4. When I am out of the office 5. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Discipline			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
			Closing Achievement Gaps				
12/4/2018	2:30 p.m.-3:30 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	The Illuminate Team discussed the following: 1. Illuminate/Benchmark Advance a. Standard Weekly/Bi-Weekly/Monthly Progress Report b. Gradebooks-Report Cards? 2. Illuminate Conference a. January 31-Feb.1 3. Lisa Questions 4. Concerns?
		Certificated Staff	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2	
2018-12-05	2:00 p.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Implementation of Standards - Priority 2	Staff meeting discussions included: 1. Open House/Spring Program Date Discussion (5 minutes) 2. Essential Standards Collaboration (30 minutes) 3. Mr. Newman
		Certificated Staff	Benchmark Advance: ELA Curriculum				
			-				
11/14/2018	2:00 p.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Operational Staff Meeting included discussion on: 1. LCAP a. Facilities-Portable b. Technology: 1-1 chromebook: What if students could take them home? 2. Report Cards 3. PBIS Assemblies 4. Data Meetings 5. Fall Festival 6. Yard Duty Referrals/Citations 7. Rainy Day Procedures 8. Schedule Calendar Dates a. Track and Field Day b. Open House 9. Thanksgiving- a. Camp Fire Donations?
		Certificated Staff	Discipline			School Facilities - Priority 1	
			Illuminate Data & Assessment Software				
			Expand Purchase of Student Devices				

12/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	Closing Achievement Gaps	CAASPP	None	English Learner Progress - Priority 4	Operational Staff Meeting included: 1. Melissa Yerxa Ortiz 2. LCAP a. Improve student achievement and close achievement gaps i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year b. Improve the atmosphere in our schools and the communication between home and school. i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs). c. Improve access to, and use of, instructional technology and modern facilities i. Electronic communication between school and home will increase 3. Office a. Please double-check attendance b. If a student comes into your class after you have taken attendance and has no tardy slip, it is your responsibility to either send him back to the office or change his attendance yourself 4. Academic Awards Assemblies for the Trimesters 5. Spring Program Coordinator a. Theme: Manners, Safety, Responsibility, Respect, Kindness Dates to remember: b. Manners Matter Tuesday, December 18 c. Kinder Christmas Program on December 20 d. Santa December 21st (early dismissal) e. Benchmark Advance Training on January 11th -ELD Resource
		Certificated Staff	Expand Purchase of Student Devices			English Learner Reclassification - Priority 4	
			Student Achievement			Parent Input - Priority 3	
						School Facilities - Priority 1	
12/6/2018	6:00 p.m.- 7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3	Parent Club discussed waiting for the new year to begin movie nights. Topic of discussion also included Marquee pricing and quotes.
12/11/2018	2:30 p.m.- 3:30 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team at BPS reviewed protocols for active shooters and practiced live A.L.I.C.E training under the supervision and guidance of the site principal.
		Certificated Staff					
12/13/2018	3:00 p.m.- 4:00 p.m.	Administrators	Grant Opportunity for Technology	None	None	English Learner Progress - Priority 4	School Site Council discussed the following: 1. Project to Inspire Graduation, Agenda Item:
		School Site Council	Implement CABA Trainings			Other Pupil Outcomes - Priority 8	

			Programs for Students Exceeding Standards			Parent Input - Priority 3	<p>1. Review Jesse's vision - how can we integrate that into goals?</p> <p>Other items to include/add + Qs:</p> <p>Goal 1: Improving Student Achievement and close achievement gaps</p> <ul style="list-style-type: none"> • Add: RTI - five way intervention • Add: Plans for GATE • Need descriptor or what will be included • Add: After school enrichment class (Mr. Rodriguez) • Q: Can Spanish-dominant speaking students take school standardized tests in their language? (Spanish) • Q: how can we get more para-educators in the classrooms? • Q: what grants or additional resources can we go after to improve funding for kids who are not improving? <p>Goal 2: Improve the atmosphere in our school and the communication between home and school</p> <ul style="list-style-type: none"> • Add: PBIS • Positive behavior initiative • Praise notes • PBIS assemblies • Add: Fall Festival • Fun event for students and parents to enjoy activities on campus for low cost (largely sponsored by Parent volunteers and community donors) • Parent Club • High levels of engagement for 2018/2019 parent club due to additional outreach by Mr. Rodriguez • Request Teacher rep at PC • Invite more parents - especially Spanish-speaking parents • Parent Communication • CAN WE START PARENT EMAIL SYSTEM? • New Counselor Parent classes? not sure when these start, but I saw a flyer come home to assess what Parents would be interested in attending. <p>Goal 3: Improve access to, and use of, instructional technology and modern facilities.</p> <ul style="list-style-type: none"> • Taking tests on chrome books for all 3rd grade • Chrome book ratio? • Tech club? Are there interested teachers and/or parents? Any funding for this?
			Student Achievement			School Facilities - Priority 1	
12/14/2018	8:30 a.m.- 9:00 a.m. and 1:30 p.m.-2:00 p.m	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	<p>PBIS assembly recognizing students who received a praise note for demonstrating: safety, respect, responsibility, or kindness. Students with perfect attendance were also recognized.</p>
		Administrators				Other Pupil Outcomes - Priority 8	
		Students					
12/18/2018	10:45 am. -12:00 p.m.	Administrators	Discipline	None	Other	Other Pupil Outcomes - Priority 8	<p>Students from each class and grade level were selected by their teacher to participate in a lunch celebration of showing good manners in the classroom,</p>
		Classified Staff					
		Students					

							on the playground, and in the cafeteria.
12/20/2018	12:30-2:00 p.m.	Administrators	Student Achievement	None	None	Parent Input - Priority 3	Kinder Christmas Program
		Certificated Staff				Other Pupil Outcomes - Priority 8	
		Community				English Learner Progress - Priority 4	
		Students					
		Parents					
1/7/2019	2:30 p.m.-3:30 p.m.	Administrators	Pilot iReady	None	None	Attendance/Absenteeism - Priority 5	The BPS Leadership team discussed the following: 1. Monthly Celebrations 2. Substitutes 3. iReady 4. Projectors 5. Grade Level Updates
		Certificated Staff	Discipline			English Learner Progress - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/9/2019	2:00 p.m.-3:00 p.m.	Administrators	Implement ELD Training for Non-ELD Teachers	ELPACI	None	English Learner Progress - Priority 4	Instructional Meeting focused on: 1. Mrs. Kachan (10 minutes) a. Kudos Activity 2. Mrs. Slocum (30 minutes) a. ELPAC Training/Information 3. Mr. Newman
		Certificated Staff				English Learner Reclassification - Priority 4	
						Programs for English Learners - Priority 2	
1/10/2019	6:00 p.m.-7:00 / .m.	ELAC	Benchmark Advance: ELA Curriculum	None	None	Implementation of Standards - Priority 2	ELAC meeting-LCAP review goals > Comprehensive Safety Plan > Teacher Trainings: Benchmark Advance Illuminate Math Conference
		Administrators	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Student Achievement			Parent Input - Priority 3	
						School Facilities - Priority 1	
1/11/2019	8:00 a.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	Benchmark Advance Training for K-3.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
						Sufficient Instructional Materials - Priority 1	
1/14/2019	2:30 p.m.-3:30 p.m.	Administrators	-	None	Other	School Facilities - Priority 1	Safety Team reviewed the following: 1. A.L.I.C.E Training 2. Comprehensive School Safety Plans (CSSP) -The TEAM completed another live run of an on campus shooter/lock down drill.
		Certificated Staff					
1/14/2019	9:00 a.m.-12:00 p.m.	Administrators	-	None	None		ESCAPE training for site principals and administrative assistant.
		Classified Staff					
1/15/2019	6:00 p.m.-7:00 p.m.	Parent Club	-				Call To Order * Old Business a) Pizza was delivered to classrooms (Mrs. Lay, Ms. Fredrickson, Mrs. Huff, Mrs. Hardwick) in December and took pictures and sent them to Carmen to put in yearbook for most money raised at Jog-A-

							<p>Thon.</p> <p>b) Staff breakfast was a success and teachers and staff loved it!!!</p> <p>c) Two quotes for Marquee (Stewart Signs \$18,062.00 not including shipping fee or installation fee- We got our marquee from them) and (MaxxLite \$17,400.00 not including shipping fee or installation fee). Will meet with Jamie Lay tomorrow to get support with moving forward with this.</p> <p>* New Business</p> <p>a) E-ZUP Pop up quote \$2,164 (Jesse wanted to share with parent club- we need them for Jog-A-Thon, field day, fall festival, spring program, etc.)</p> <p>b) Support BPS office and school with:</p> <p>1) Manners Matter- Candy, Small Prizes, Pencil (63 goody bags each month)</p> <p>2) Perfect Attendance- 1000 Pencils saying BPS or Perfect Attendance</p> <p>3) Refill prizes for treasure chest in counselor's office and candy for reinforcements</p> <p>* Dwyane</p> <p>a) Clarifications on what parent club can purchase with fundraising monies.</p> <p>* New events or things to share</p> <p>* Next meeting February?</p> <p>* Adjournment</p>
1/15/2019	3:00 p.m.- 4:00 p.m.	Administrators	Implement CAFE Trainings	None	None	English Learner Progress - Priority 4	<p>The School Site Council discussed the following: ELAC Report: Facilities, Communication, & CAFE Site Visit in Feb/March LCAP report: 2019-2020 LCAP and Budget Development Timeline CUSD Engagement Survey-Make Your Voice Heard Safety (A.L.I.C.E) Training</p>
		School Site Council				Parent Input - Priority 3	
						School Facilities - Priority 1	
1/16/2019	2:00 p.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	<p>Operational Staff meeting included: 1. LCAP</p> <p>a. Improve student achievement and close achievement gaps</p> <p>i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students</p> <p>ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year</p> <p>b. Improve the atmosphere in our schools and the</p>
		Certificated Staff	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	
						School Facilities - Priority 1	

							<p>communication between home and school.</p> <p>i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs).</p> <p>c. Improve access to, and use of, instructional technology and modern facilities</p> <p>i. Electronic communication between school and home will increase</p> <p>2. Academic Awards Assemblies for the Trimesters</p> <p>3. Spring Program T-shirts</p> <p>Dates to remember:</p> <p>a. January 17-Principal's Network Workshop</p> <p>b. January 18-3rd Grade Math Conference</p> <p>c. January 22-Magical Moonshine Assembly</p> <p>i. 8:30-K/1st</p> <p>ii. 9:30-2/3</p> <p>d. January 23-Board Member Visit/Staff CPR training 2-3 pm</p> <p>e. January 29, 30 & Feb. 12-Kinder Registration</p> <p>f. January 30, 31 & February 1-Illuminate Conference</p> <p>g. February 6, 7-Visible Learning Conference</p>
1/18/2019	8:00 a.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Broad Course of Study - Priority 7	3rd Grade Math Conference
		Certificated Staff				English Learner Progress - Priority 4	
						Implementation of Standards - Priority 2	
						Sufficient Instructional Materials - Priority 1	
1/22/2019	8:30 a.m.-11:00 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	Magical Moonshine Assembly-stories told through puppetry with bilingual emphasis on storytelling.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
1/23/2019	2:00 a.m.-3:00 p.m.	Administrators	-	None	None		CPR training for staff.
		Certificated Staff					
1/30/2019	8:00a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps				Attendend Illuminate Conference
			Illuminate Data & Assessment Software	None	Other	English Learner Progress - Priority 4	
						English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/31/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
2/1/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	

2/1/2019	8:30 a.m.-10:00 a.m.	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS celebration assembly where students were recognized for being respectful, responsible, safe, and kind.
		Students				Other Pupil Outcomes - Priority 8	
2/4/2019	2:30-3:30	Administrators	-	None	None	-	Leadership Team Meeting: 1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester 3. ZBB's 4. Survey Focus 5. LCAP-Actions we could implement to address existing achievement issues
		Certificated Staff					
2/5/2019	6:00 p.m.-7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3	Call to order * Welcome * Old Business a) Marquee b) Yearbook c) Lunch for teachers on Valentine's Day? * April 18th is Field day- on BPS campus a) K-1 8:15am-11:00am and 2-3rd 11:15am-2:00pm 1) We need volunteers to setup in morning and help with clean up 2) We can sell hotdogs and popsicles? 3) Ask leadership students from High School to help? * March is Dr. Seuss month a) Have teachers take students outside to read last 30 minutes of school on 3/1/19. b) Ask Laura Cervantes if she can have cat in the hat character on campus? c) Dr. Seuss dress up week February 25th- March 1st d) Sell popsicles? * New events and things to share * Next meeting: March 2019
9/11/2018	8:30 a.m.-9:00 a.m.	All Staff	-	-	-	Parent Input - Priority 3	9/11 Moment of Remembrance live via Facebook
		Community					
		Parents					
		Students					
2/6/2019	8:00 a.m.-4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Illuminate Data & Assessment Software				
			Student Achievement				
2/6/2019	8:00 a.m.-4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Illuminate Data & Assessment Software				
			Student Achievement				
2/8/2019	8:30 a.m.-3:30 p.m.	Certificated Staff	Discipline	-	-	Attendance/Absenteeism - Priority 5	Trauma Training @ The Village
						Drop Out Rate - Priority 5	
						Other Pupil Outcomes - Priority 8	
2/12/2019	8:00 a.m.-3:00 p.m.	Certificated Staff	Benchmark Advance: ELA Curriculum		-	English Learner Progress - Priority 4	ELA team meeting-1. Assessments

		Administrators	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2	a. Benchmark Advance data comparison 2017-2018/2018-2019 2. Report Cards a. Transfer data to Illuminate 3. Data Meetings a. Tiles
		-				Other Pupil Outcomes - Priority 8	
2/15/2019	9:00-10:00	Administrators	Student Achievement	-	-	English Learner Progress - Priority 4	1st Grade Patriotic Performance @ CHS
		Certificated Staff				Other Pupil Outcomes - Priority 8	
		Classified Staff				Parent Input - Priority 3	
		Parents					
		Students					
3/4/2019	3:00-4:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Leadership Team Meeting-1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester b. 3. ZBB's 4. Survey Focus 5. Academic Awards Assembly a. Grade 1: ELA-Interim Assessment, Math Report Card average i. 1:00 p.m. b. Grade 2: ELA- i. 1:30 p.m. c. Grade 3: ELA- Proficient in LA in literary and informational text 2.5 and above AND Increase of score on STAR test from Tri. 1 to Tri., Math- Proficient in math 3 all the standards AND 50% of multiplication facts mastered on Reflex Math (ShowsGrowth) i. 9:15 a.m. d. Student Names to office by Friday March 15 @ 2:30 i. 6 awards-both proficient, ELA proficient, Math proficient, both growth, ELA growth, Math growth ii. Letter to place in report cards going home 6. Date? March 22, 2019 7. LCAP-Actions we could implement to address existing achievement issues 8. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software				
			Student Achievement				
3/5/2019	2:30-3:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	ELA Team Meeting-1. Curriculum Purchase a. Inventory student workbooks for accurate 2019/2020 numbers 2. Report Cards a. Transfer data to Illuminate b. Academic Awards Assembly based on grade level consensus of academic proficiency measurement c. Student growth report on Benchmark Advance 3. Tiles a. Is data useful? b. What can we add/drop?
		Certificated Staff	Closing Achievement Gaps	HFW		Implementation of Standards - Priority 2	
			Illuminate Data & Assessment Software	STAR Reading		Other Pupil Outcomes - Priority 8	
			Student Achievement			Sufficient Instructional Materials - Priority 1	
3/5/2019	3:00-4:00	School Site Council	Closing Achievement Gaps	None	Community Survey	Implementation of Standards - Priority 2	School Site Council-ELAC Report: Site Visit Friday, March 8 @ 9:00 LCAP report:
			Student Achievement		Parent Survey	Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	

						Programs for English Learners - Priority 2	2019-2020 LCAP and Budget Development Timeline Single Plan for Student Achievement (SPSA) budget review CUSD Engagement Survey- Make Your Voice Heard results CUSD Parent Survey currently on school website
						School Facilities - Priority 1	
3/5/2019	6:00 pm-7:00 pm	Parent Club	-	None	Other	Parent Input - Priority 3	Parent Club discussed presenting request to Board to help fund the purchase of a marquee at BPS and Egling. Also, discussed monthly recognition of BPS teachers and staff with breakfasts and lunches. Focus was on Teacher Appreciation week in May. Volunteers needed for Track and Field Day.
		Certificated Staff				School Facilities - Priority 1	
		Administrators					
3/6/2019	2:00-3:00	Administrators	-	-	Community Survey	-	Staff Meeting- CBO discussed Budget ZBB and answered questions on PO's and reimbursements. Mrs. Yerxa Ortiz and Mrs. Whitesell helped lead BPS survey action planning session.
		Certificated Staff					
		SPED Staff					
		Board of Trustees					
3/14/2019	2:30-3:15	Administrators	Bridges: Math Curriculum	None	None	Sufficient Instructional Materials - Priority 1	Math Team Meeting-1. ZBB Bridges Math Consumables a. Kinder Home Connection- \$720, Student Book: \$180, Number Corner: None i. HCV1-15, HCV2-15, SB-68, NC-126, SHCV1-5, SHCV2-5 b. 1st Grade Student Book: \$144, Home Connection: None, Number Corner: \$144 = \$288 i. SB-87, HCV1-131, HCV2-141, NC-83 c. 2nd Grade Student Book: \$396, Home Connection: \$756, Number Corner: \$342 = \$1494 i. SB-10, HCV1-13, HCV2-22, NC-24 d. 3rd Grade Student Book: \$684, Home Connection: \$612, Number Corner: \$360 = \$1,656 i. SBV1-32, SBV2-40, HVC1-44, HVC2-61, NC-25 e. Grand Total=\$4158 2. Math School Site Focus: Math Facts a. Reflex Math Site License Annual cost breakdown: Cost for 1 year: \$3,295.00 3. LCAP a. Focus/Needs?
		Certificated Staff					
3/8/2019	9:00-10:30	Administrators	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4	School Visit by ELAC representatives to BPS. Parents interviewed principal on curriculum/instruction, facilities, technology, closing achievement gap, and food services. Principal took team on a tour of the campus and classes. Highlights included observation of Smartboard technology in the classroom and consuming a cafeteria meal.
		ELAC	Bridges: Math Curriculum			Other Pupil Outcomes - Priority 8	
			Expand Purchase of Student Devices			Parent Input - Priority 3	
			Student Achievement			Parent Input for Students with IEP's - Priority 3	
			Closing Achievement Gaps			School Facilities - Priority 1	
3/14/2019	6:00-7:00 p.m	ELAC	-	-	-	Parent Input - Priority 3	ELAC meeting discussion included summary of representatives' visit to BPS, LCAP action items, and review of parent satisfaction with principal's 2nd year performance and communication.
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	

3/20/2019	8:30-10:30	Certificated Staff	Student Achievement	None	None	Other Pupil Outcomes - Priority 8	Kinder teachers and Reading Specialist visited incoming preschool student classes.
3/22/2019	9:00-2:15	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Academic awards assembly for 1st-3rd graders. Parents were notified and invited to celebrate student proficiency and growth in ELA and Math.
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
		Classified Staff	Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
		SPED Staff	Student Achievement				
		Parents					
3/19/2019	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	-	-	-	Smartboard/Notebook Software training for teachers piloting use of Smartboards.
		Certificated Staff					
3/25/2019	3:15-4:30	Administrators	Pilot iReady	-	None	English Learner Progress - Priority 4	iReady Committee meeting at the D.O.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
3/26/2019		Certificated Staff	NGSS	-	-	Broad Course of Study - Priority 7	ESA Science Day at CHS
		Students				Programs for English Learners - Priority 2	
3/28/2019		Administrators	Student Achievement	-	Discipline	Other Pupil Outcomes - Priority 8	Manners Matter luncheon celebration for 64 students in grades TK-3.
		Students					
		Classified Staff					
		Certificated Staff					

Appendix E:

Egling Middle School Stakeholder Engagement

Date (double click cell)	Time	Stakeholders	Topic	Assessment	Data	State Priority
8/8/2018	8:00-3:00	4-6 Grade Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Bridges: Math Curriculum	ELPACS		Implementation of Standards - Priority 2
			Discipline			Other Pupil Outcomes - Priority 8
			Closing Achievement Gaps			
8/10/2018	8:00-3:00	7-8 Grade Staff	Closing Achievement Gaps	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Discipline	ELPACS		Implementation of Standards - Priority 2
			English 3D: ELD Curriculum 4-8			Other Pupil Outcomes - Priority 8
			Springboard: ELA Curriculum 7-8			
9/5/2018	5:00-6:00	Parents	Safety	Participant Numbers		Safety
						Parent Input - Priority 3
9/12/2018	8:00-2:20	Certificated Staff	Closing Achievement Gaps	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			CMP3 Math Curriculum	CAASPP		
			Closing Achievement Gaps	ACC Math		
9/13/2018	8:15-2:30	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	English Learner Progress - Priority 4
			Implement ELD Training for Non-ELD Teachers	STAR Math		Implementation of Standards - Priority 2
			Benchmark Advance: ELA Curriculum	CAASPP		Other Pupil Outcomes - Priority 8
			Bridges: Math Curriculum	ACC Reading		
			Closing Achievement Gaps	ACC Math		
9/14/2018	8:15-12:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Reading	Student Achievement	Other Pupil Outcomes - Priority 8

			Implement ELD Training for Non-ELD Teachers	CAASPP		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Reading		English Learner Progress - Priority 4
9/14/2018	8:00-2:30	Certificated Staff	NGSS	Science	Student Achievement	Implementation of Standards - Priority 2
9/17/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018	8:00-2:30	Certificated Staff	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018-9/20/2018	8:00-2:30	Certificated Staff	Illuminate Data & Assessment Software	CAASPP	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	ELPACS		English Learner Reclassification - Priority 4
						Other Pupil Outcomes - Priority 8
9/21/2018	8:00-2:30	Certificated Staff	Student Achievement	all	Student Achievement	Other Pupil Outcomes - Priority 8
			Discipline			
9/21/2018	8:20-2:00	Certificated Staff	Safety	None	None	Safety
		Students	Bus Evacuation Drill	Teacher Observation	Teacher Observation	
		Community Organizations				

9/26/2018	8:00-3:00	Certificated Staff	Student Achievement	ACC Math	Student Achievement	Other Pupil Outcomes - Priority 8
			Programs for Students Exceeding Standards	STAR Reading		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Math		Programs for English Learners - Priority 2
			Bridges: Math Curriculum	CAASPP		
			Benchmark Advance: ELA Curriculum	ACC Reading		
9/26/2018	5:00-6:00	Community	Student Achievement	ELPACS	Student Achievement	English Learner Reclassification - Priority 4
		ELAC	Continue to Implement Celebrations of Reclassification for ELL			English Learner Progress - Priority 4
		DELAC				
		Students				
10/9/2018	8:00-2:24	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	Implementation of Standards - Priority 2
			Springboard: ELA Curriculum 7-8	CAASPP		
				ACC Reading		
10/9/2018	12:00-2:30	Certificated Staff	Student Achievement	Teacher Observation	Teacher Observation	Implementation of Standards - Priority 2
			Programs for Students Exceeding Standards			
10/9/2018 - 10/10/2018	8:00-2:30	Certificated Staff	NGSS	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Math			
			Student Achievement			
10/10/2018	8:00-2:30	Certificated Staff	Safety	Teacher Observation	Teacher Observation	Safety
		Students				
		Community				
10/26/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2

10/31/2018	8:30-9:30 and 2:30-3:15	Students	PAWS Assembly	None	Discipline	Expulsion Rate - Priority 6
			Discipline			
		Certificated Staff	Needs Assessment - State Priorities	LCAP	Staff Survey	All 8 Priorities
11/1/2018	3:00-4:00	Certificated Staff	Student Achievement	Social Studies		Implementation of Standards - Priority 2
			Testbook Adoption Review			
11/7/2018	2:20-4:00	Certificated Staff	CPR and First Aide			Student Safety
11/14/2019	8:15-3:15	Certificated Staff	CMP3 Math Curriculum	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			Student Achievement	CAASPP		Student Achievement
			Closing Achievement Gaps	ACC Math		
			CAASPP			
11/16/2018	8:10-11:45	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
						Sufficient Instructional Materials - Priority 1
						Implementation of Standards - Priority 2
11/19/2018	3:00-4:00	School Site Council	Needs Assessment - State Priorities	LCAP		All Priorities
		-				
		-				
11/20/2018	6:00-7:00	ELAC	Needs Assessment - State Priorities	LCAP		All Priorities

11/28/2018	8:00-3:15	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
			Needs Assessment			All Priorities
			IC Messenger Training			Parent Communication
11/30/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
12/6/2019	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
						Implementation of Standards - Priority 2
12/17/2018	3:00-4:00	School Site Council	Needs Assessment Goals		Parent Survey	All Priorities
					Parent Survey	
1/8/2019	3:00-4:30	Administrators	Pilot iReady		Student Achievement	English Learner Progress - Priority 4
		Certificated Staff				Implementation of Standards - Priority 2
						-
1/9/2019	8:00-3:30	Administrators	ELL Training Ed Village	ELPACS	Student Achievement	Programs for English Learners - Priority 2
		Administrators	SPED Articulation	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		3-4, 5-6 Verticle Articulation	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		7/8 Low Performing Students	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
1/10/2019	8:00-3:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
				ELPACS		Implementation of Standards - Priority 2

1/14/2019	3:00-4:00	School Site Council	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	Implementation of Standards - Priority 2
			Site Goals		Parent Survey	Parent Input for Unduplicated Pupils - Priority 3
1/22/2019	6:00-7:00	ELAC	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	English Learner Reclassification - Priority 4
			Site Goals		Parent Survey	Implementation of Standards - Priority 2
		Certificated Staff	ELPAC Training			
2/4-3/22	Daily	Students	ELPAC Testing	ELPACS		English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
2/6/2019 and 2/8/19	8:00-3:00	Certificated Staff	Bridges: Math Curriculum	STAR Reading	Student Achievement	Programs for English Learners - Priority 2
			Benchmark Advance: ELA Curriculum	STAR Math		Implementation of Standards - Priority 2
				CAASPP		
				ACC Reading		
				ACC Math		
2/7/2019	8:00-3:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Math	Student Achievement	Programs for English Learners - Priority 2
			Bridges: Math Curriculum	ACC Math		Implementation of Standards - Priority 2
				STAR Reading		
				STAR Math		
2/11/2019	8:00-3:00	Certificated Staff	Springboard: ELA Curriculum 7-8	CAASPP	Student Achievement	Implementation of Standards - Priority 2
				STAR Reading		
2/13/2019	8:00-3:00	Certificated Staff	CMP3	ACC Math	Student Achievement	Implementation of Standards - Priority 2
				STAR Math		

				CAASPP		
3/12/2019	12:00-2:30	Parents	ELAC Parent visit			English Learner Progress - Priority 4
						English Learner Reclassification - Priority 4
						Implementation of Standards - Priority 2
4/12/2019	8:00-3:00	Students	8th Grade Latina Youth Conference			English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
4/15/2019	3:00-4:00	School Site Council	Site Plan		Staff Survey	Implementation of Standards - Priority 2
					Parent Survey	
					Needs Assessment	
5/21/2019	6:00-7:00	ELAC	Site Plan Goals 2019-2020		Site Plan	English Learner Progress - Priority 4
					Parent Visit Notes	English Learner Reclassification - Priority 4
			Parent Site Visit			Parent Input for Unduplicated Pupils - Priority 3
						Parent Input - Priority 3

Appendix F:

Colusa High School Stakeholder Engagement

Date	Time	Stakeholders	Topics	Assessment	Data	State Priority	Notes
10/2/2018	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps		Other	English Learner Progress - Priority 4	
			Discipline			English Learner Reclassification - Priority 4	
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	
11/6/2018	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Other Pupil Outcomes - Priority 8	SARC included Curriculum Review
		Administrators	Illuminate Data & Assessment Software			Attendance/Absenteeism - Priority 5	
			Infinite Campus SIS			Parent Input - Priority 3	
			SARC				
			School Safety Plan Review			School Facilities - Priority 1	
1/8/2019	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
		Administrators	Expand Purchase of Student Devices			English Learner Progress - Priority 4	
			Student Achievement			English Learner Reclassification - Priority 4	
			Back to School Night Info				
3/18/2019	9-11:30am	ELAC	Student Achievement	CAASPP	Parent Survey	Programs for English Learners - Priority 2	
		Administrators	Continue to Implement Celebrations of	ELPACI	Student Achievement	School Facilities - Priority 1	

			Reclassification for ELL				
		All Staff	Closing Achievement Gaps	ELPACS		English Learner Progress - Priority 4	
			ELAC Site Visit			Teachers Appropriately Credentialed - Priority 1	
						Broad Course of Study - Priority 7	
3/5/2019	6:00 - 7:00pm	ELAC	Continue to Implement Celebrations of Reclassification for ELL	CAASPP	Student Achievement	Programs for English Learners - Priority 2	
		Administrators	Student Achievement			Broad Course of Study - Priority 7	
			Review & Feedback: Site Visit				
4/5/2019	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
		Administrators	Infinite Campus SIS		Graduation Rate	UC/CSU Entrance Requirements - Priority 4	
			Discipline			School Facilities - Priority 1	
			Closing Achievement Gaps			Broad Course of Study - Priority 7	
			LCAP Improvement Plan Draft Review				
5/16/2019	6:00 - 7:00pm	ELAC	Infinite Campus SIS				
		Administrators	Student Achievement	CAASPP	Student Achievement	Programs for English Learners - Priority 2	
		Leadership Team	Single Plan for Student Achievement	ELPACS	Other	Graduation Rate - Priority 5	
				ELPACI		Broad Course of Study - Priority 7	
						AP Exam Pass Rate - Priority 4	
2018-06-19	8am - 3pm	Certificated Staff	Big Math Training	CAASPP	Student Achievement	Implementation of Standards - Priority 2	

						Sufficient Instructional Materials - Priority 1	
						Teachers Appropriately Credentialed - Priority 1	
8/3/2018	8am-10am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	
		Leadership Team	Program Change & Transition				
8/13/2018	1pm-3pm	Administrators	NGSS	Science	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	PE		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
8/14/2018	10am-12pm	Administrators	Closing Achievement Gaps	ELA, Math	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	Social Studies		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
9/5/2018	9am-11am	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	Dangers of Technology School Assembly Partnered with Local Law Enforcement Agencies
		All Staff				Graduation Rate - Priority 5	
		Students					
		SPED Staff					
9/18/2018	2:15-4:15pm	Administrators	Career Technical Education	CAASPP	Other	School Facilities - Priority 1	CTE Program Review, Courses of Sequence

		Certificated Staff				Broad Course of Study - Priority 7	Monitoring in IC for Three Pathways
		Community Organizations				Teachers Appropriately Credentialed - Priority 1	
		Leadership Team					
9/24/2018	9am-10am	Administrators	Student Achievement	-	Student Achievement	Teachers Appropriately Credentialed - Priority 1	SELPA Director, CHS Administration and SPED Teacher Meeting to Establish Transition with Additional SPED Teacher and Classroom on Site
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
9/24/2018	10am-11am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	Board Member Meeting and Site Tour
		Board of Trustees	-		Other	School Facilities - Priority 1	
10/1/2018	8:30-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
8/14/2018	8am-9:30am	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Welcome Back Staff Meeting, Site Goals, Areas of Focus, Important Information on IC and Illuminate for SPED, EL and CAASPP, Course Pacing Guides, Benchmark Assessments, Department and Individual Goals
		All Staff	Student Achievement	ELPACS		Broad Course of Study - Priority 7	
			Expand Purchase of Student Devices	ELPACI		Programs for English Learners - Priority 2	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS			Sufficient Instructional Materials - Priority 1	

8/15/2018	2:30-3:30pm	Administrators	Infinite Campus SIS	-	Student Achievement	Sufficient Instructional Materials - Priority 1	Update on Curriculum and/or Facilities Needs After First Day of Instruction
		All Staff	Student Achievement			School Facilities - Priority 1	
8/22/2018	2:30-3:30pm	Administrators	Walk-Thru Protocols	CAASPP	Student Achievement	School Facilities - Priority 1	Keenan Trainings, Review Comprehensive Safety Plan, Walk Through Protocol, Back to School Night Planning
		All Staff	Closing Achievement Gaps		Staff Survey	Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
8/29/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	AP Exam Pass Rate - Priority 4	AP Result Data Analysis, Review of Curriculum
		All Staff	Closing Achievement Gaps			Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/5/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	CAASPP Result Review, Overall Site Scores, Ideas for Improvement, Communication with Students and Parents, Similar School Comparison and Curriculum Adoption Impact (Technology Support for Math Curriculum)
		All Staff	Closing Achievement Gaps			Attendance/Absenteeism - Priority 5	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/12/2018	2:30-3:30pm	Administrators	Phone System Mandated Training	None	Parent Survey	Parent Input - Priority 3	Improve Increased Communication Between School and Home By Implementing New Phone
		All Staff			Community Survey		

							System Districtwide
9/19/2018	2:30-3:30pm	Administrators	Student Achievement	None	Staff Survey	Implementation of Standards - Priority 2	Department Meetings: Student Achievement, Student Growth, Curriculum and Pacing Guides, Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS				
10/3/2018	2:30-3:30pm	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Needs Assessment for Students Exceeding Standard, Program Review and Change of Program If Applicable
		All Staff	Student Achievement				
10/17/2018	2:30-3:30pm	Administrators	Student Achievement	1st Quarter Grades	Student Achievement	Broad Course of Study - Priority 7	Student Celebration Awards and Communication Between School and Home on Recognitions Followed by Department Meetings (Agenda and Minutes Emailed to Administration)
		All Staff			Parent Survey		
10/25/2018	8am-3:30pm	Students	Student Achievement	None	Student Survey	Broad Course of Study - Priority 7	Career Day & College Fair Including Survey for Improvements
		All Staff			Staff Survey		
		Community			Community Survey		
		Board of Trustees					
10/31/2018	2:30-3:30pm	Certificated Staff	Closing Achievement Gaps	CAASPP	Other	Other Pupil Outcomes - Priority 8	Improvement Planning for Students,

			Student Achievement				Modifications to Current Practices to Improve Educational Opportunity for All Students - Send Department Notes to Admin
11/7/2018	9-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
11/8/2018	1:30-2:30pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with MOT, CBO, Superintendent, CTE Teachers, CHS Administration
		Leadership Team					
11/14/2018	2:45-3:45pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Incentive Program for ELA Students
		Leadership Team					
		Certificated Staff					
12/4/2018	8am-3pm	Students	Challenge Day	None	Student Survey	-	Mental, Emotional and Academic Support Opportunity
		Certificated Staff			Parent Survey		
		Classified Staff					
		Community					
12/19/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Staff Survey	Implementation of Standards - Priority 2	Collaboration with Board Member Focus Point Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	

		Board of Trustees				School Facilities - Priority 1	
1/23/2019	3-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Review Board Member Staff Survey, Curriculum Development and Increase of Options, CAASPP Testing Organization & Practice Assessments
		Certificated Staff				Attendance/Absenteeism - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/15/2019	8:10-9am	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, Superintendent, CTE Teachers, CHS Administration for CTEIG #2 Planning and Application
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	
1/15/2019	9-10am	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Meeting with IT Director: Site Technology, Preparation for ELAC, CAASPP Testing with Site Coordinator, Camera and Safety Systems, Virtual Enterprise Expansion of Technology and Curriculum
		Leadership Team	Illuminate Data & Assessment Software			English Learner Progress - Priority 4	
			Infinite Campus SIS			Programs for English Learners - Priority 2	
1/24/2019	7:45-8:15am	Administrators	Environmental Science Academy	Science	Student Achievement	Broad Course of Study - Priority 7	ESA Program Review, Transition Support of New Lead Teachers
		Leadership Team					
		Certificated Staff					
1/29/2019	2:20-3pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, CTE Teachers, CHS Administration for CTEIG #1
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	

							Purchases and Proper Coding
1/29/2019	9am-10am	Administrators	Student Achievement	CAASPP	Student Achievement	Teachers Appropriately Credentialed - Priority 1	CHS Administration and SPED Teacher Meeting for CAASPP Testing, ELPAC
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
1/9/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Site Goals, Needs Assessment, CAASPP Improvements for Student Demonstration of Growth
		All Staff		Math/ELA/Science		School Facilities - Priority 1	
1/23/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Staff Survey, Needs Assessment, CUSD Budget
		All Staff				School Facilities - Priority 1	
9/27/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Potential Expansion, WASC Update and SLO Transition
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
11/8/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Stole Recognition, AP Expectations to Maintain Rigor, Relevance, Science Curriculum Review for Potential Approval
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/16/2019	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	AP Review Dates, Business

		Leadership Team				AP Exam Pass Rate - Priority 4	Pathway Broadcast Expansion, Science Curriculum Approval
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
10/15/2018	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Compact, LCAP Goals, Comprehensive Safety Plan, Back to School Packets
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					
1/14/2019	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Achievement Data, Areas of Strength, Areas of Focus and Improvement, Similar School Comparison, Needs Assessment, Improvement Strategies, Site Goals, Attendance Report, WASC Review
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					

Through funds raised throughout this school year, Edgar Garcia has will be representing America as one of 20 Americans accepted into the Pacific Honors Ensemble Program. The total cost, including flight, entry fees, and board are \$3500. The itinerary is as follows.

Friday, September 27

Leave Portland International Airport

SUNDAY, September 29

Arrive Sydney International Airport

Day - Visit Sydney Harbour Area

Day - Ferry to Manly Cove (beach)

Evening - Group dinner overlooking ocean - Manly Cove

Monday, September 30

Morning - Group breakfast

Day - Visit Taronga Zoo (Sydney)

Evening - Darling Harbour group dinner

Evening - Darling Harbour Mall - shopping

Tuesday, October 1

Morning - Group breakfast

Morning - Walk across famous Sydney Harbour Bridge

Morning - Visit Sydney's historical area, "The Rocks"

Day - Visit Sydney Harbour area

Day - Visit Sydney Botanical Gardens

Evening - Attend "West Side Story" at the Sydney Opera House

Wednesday, October 2

Early Afternoon - Fly from Sydney to Brisbane

Afternoon - Visit Southbank Area

Afternoon - Host families collect USA PHEP students from Griffith Queensland Conservatorium.

Thursday, October 3

State Honours Ensemble Program Rehearsals, Day 1

Morning and evening spent with host family

Friday, October 4

State Honours Ensemble Program Rehearsals, Day 2

Morning and evening spent with host family

Saturday, October 5

State Honours Ensemble Program Rehearsals, Day 3

Morning and evening spent with host family

Sunday, October 6

State Honours Ensemble Program Concert

Conservatorium Theatre, South Bank

Morning and evening spent with host family

Monday, October 7

Depart Brisbane International Airport for U.S.

Arrive at Portland Airport late morning

Students are checked into the program and then chaperoned through the program from there on. His family will also be traveling to Australia independently of Edgar.

Approve Contract between PCR Consulting, Inc. and the Colusa Unified School District (Business Services).

Recommended Motion:

Approve the Independent Consultant Agreement between PCR Consulting, Inc. and the Colusa Unified School District for utility billing evaluation.

Rationale:

A few months back, PCR Consulting Inc. approached the District with a proposal to audit the District's utility bills to determine if there were areas where the District was being overcharged for services. After several conversations occurred to clarify the agreement between the District and PCR Consulting, Inc., the attached contract is being presented for approval by the Board of Education.

This is a no-risk contract for the District as there are no fees to be paid unless the District agrees to implement cost savings measures or receives a refund or billing credits as a result of PCR Consulting, Inc.'s work. Refunds and savings strategies are more clearly defined in Exhibit A of the agreement.

The Administration recommends approval of the contract between PCR Consulting, Inc. and the Colusa Unified School District.

Financial Impact:

There is no direct cost associated with this contract. Fees paid would be a proportional amount of refunds or saving strategies identified and only if District implemented recommendations of the consultant. If fees were paid, they would be paid for out of the General Fund, Fund #01.

INDEPENDENT CONSULTING AGREEMENT

This Independent Consulting Agreement (hereinafter referred to as "Agreement") is made and entered into by and between PCR CONSULTING, INC., (hereinafter referred to as "Consultant") and the COLUSA UNIFIED SCHOOL DISTRICT (hereinafter referred to as "District Office").

WITNESSETH

WHEREAS, District Office wishes to obtain advice and guidance with regard to examining certain expenses for the purpose of uncovering billing errors, excess charges, unnecessary/excessive costs, expenditures, etc.; and

WHEREAS, Consultant is knowledgeable in the examination of certain expenses for the purpose of uncovering billing errors, excess charges, unnecessary/excessive costs, expenditures, etc.; and

WHEREAS, Consultant and District Office wish to enter into a mutually beneficial business relationship;

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, it is hereby agreed by and between the parties as follows:

I TERM

Section 1.1 Unless it is terminated as specified in Paragraph 1.2 below, the term of this Agreement is from July 1, 2019 to December 31, 2020.

Section 1.2 The District Office may terminate this Agreement or suspend its performance hereunder, without prior notice, in the event the District Office's facilities are damaged or destroyed or the District Office's performance hereunder is prevented or hindered by labor disturbances (including, but not limited to, strikes and picketing), acts of God, the elements, order of governmental, civil and military authority or any other cause (whether similar or dissimilar to the above mentioned), not within the reasonable control of the District Office.

District Office may, by written notice to Consultant, suspend for a specified period, in whole or in part, either payments to Consultant or Consultant's obligation to continue to provide services under the Agreement if, in the District Office's sole discretion and business judgment, any condition arises which interferes, or threatens to interfere with, the successful performance of Consultant's services or the accomplishment of the purposes thereof, or if Consultant fails, in whole or in part, to perform any part of the terms and conditions of this Agreement.

Notice of suspension hereunder to Consultant shall be sufficient if sent by Registered or Certified Mail to Consultant at the address of Consultant set forth below or if hand-delivered to Consultant.

II SERVICES/PAYMENT

Section 2.1 Consultant agrees to furnish services, information and/or advice to District Office based on the District Office's Scope of Work and preliminary schedule. See attached:

Exhibit A: PCR Consulting, Inc. No-Risk Agreement

Section 2.2 Consultant shall be available to provide the services specified in Section 2.1 of this Agreement as requested by District Office from July 1, 2019 to December 31, 2020.

Section 2.3 Consultant's professional fee for services described in Section 2.1 of this Agreement shall be **ZERO DOLLARS AND ZERO CENTS (\$0.00)**. District Office shall pay Consultant a proportional share of defined savings and only if District elects to implement savings recommendation(s). Payments amounts are due as defined in Article #6 and #7 of Exhibit A.

Section 2.4 District Office and Consultant agree that District Office has contracted for the performance of Consultant's unique professional services and that, with the exception of Consultant's right to employ such persons as Consultant deems necessary to perform the contract, neither District Office nor Consultant may assign this Agreement or delegate any duties hereunder without the prior written consent of the other party.

III INDEPENDENT CONTRACTOR

Section 3.1 District Office and Consultant understand and agree that Consultant is an independent contractor and not an employee, agent, joint venturer or partner of District Office for any purpose whatsoever. District Office and Consultant further understand and agree that District Office does not have the right to, and shall not control the manner or prescribe the means or method by which Consultant accomplishes the services described in Section 2.1. Consultant shall exercise Consultant's independent discretion as to the manner and the method and the details of performance of the services contracted for herein.

Section 3.2 District Office and Consultant agree that Consultant is free to and does perform services for other entities and that District Office does not have any right to the exclusive performance of services by Consultant.

Section 3.3 District Office and Consultant agree that Consultant is responsible for the provision and maintenance of Consultant's own tools, equipment, facilities and instrumentalities and that District Office shall not provide any tools, equipment, facilities, or instrumentalities for Consultant's use in Consultant's performance of services.

Section 3.4 District Office and Consultant agree that District Office shall not promulgate any written or unwritten rules with respect to Consultant's performance of services, including disciplinary or reporting rules, and Consultant shall not be bound by any such rules except such rules as are required pursuant to applicable federal, state or local laws. District Office shall neither possess nor exercise disciplinary authority or control over Consultant, Consultant's employees, agents or any other person or entity providing services for or on behalf of Consultant. District Office shall have no authority to supervise or direct Consultant's employees, agents or any other person or entity providing services for or on behalf of Consultant in the performance of said person's services for Consultant. Further, District Office shall have no authority to select, approve, hire, discharge, or discipline any of Consultant's employees, agents or other persons or entities providing services for or on behalf of Consultant or to require Consultant to pay specified wages or to provide specified benefits to said persons, except where such are required pursuant to applicable federal, state or local laws.

IV CONSULTANT'S OBLIGATIONS

Section 4.1 Consultant provides and maintains independent office premises and no office or personnel support services will be provided to Consultant by District Office.

Section 4.2 Consultant will be responsible for all expenses other than those set forth in section 2.3 incurred by him in the performance of the services specified in Section 2.1 of this Agreement and District Office shall have no obligations to reimburse Consultant for any other expenditure by Consultant.

Section 4.3 Consultant will obtain, provide, pay for and be solely responsible for workers' compensation, business liability, public liability, comprehensive insurance and requisite federal, state and local income taxes, employee benefit contributions, including but not limited to, FICA, SDI, workers' compensation, and unemployment insurance for Consultant and Consultant's employees, agents, and all other persons or entities providing services for or on behalf of Consultant, if any. District Office and Consultant understand and agree that District Office has neither responsibility for nor the right to control Consultant with respect to any of the foregoing described obligations. The Consultant must also provide a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than \$2,000,000 aggregate and \$1,000,000 per occurrence.

Section 4.4 Consultant shall hire, pay and exclusively control Consultant's employees, agents or any other persons or entities providing services for or on behalf of Consultant.

Section 4.5 Consultant shall maintain Consultant's own books and accounts.

Section 4.6 Consultant shall be responsible for the acquisition of any licenses, permits and the like required in performing the services specified in this Agreement and,

further, Consultant shall be responsible for the payment of any license fees, all taxes, expenses of incorporation, if any, and permit fees required to perform the services specified in this Agreement.

Section 4.7 During the term of this Agreement, Consultant may have access to and become familiar with private, confidential and/or sensitive information belonging to District Office. Consultant acknowledges and agrees that such confidential information is owned and shall continue to be owned solely by District Office. During the term of this Agreement and thereafter, Consultant agrees not to use either directly or indirectly such information for any purpose or to divulge such information to any person, entity or corporation other than to District Office or to persons, entities or corporations to whom District Office has given its written consent, unless such information becomes publicly available by lawful means or unless Consultant is compelled to disclose such information by governmental process.

Section 4.8 Insofar as permitted by law, District Office shall assume the defense and hold harmless Consultant and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of District Office, its officers, agents or employees.

Insofar as permitted by law, Consultant shall assume the defense and hold harmless District Office and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of Consultant, its officers, agents or employees.

It is the intent of the District Office and Consultant that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.

District Office and Consultant agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. District Office and Consultant further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

Section 4.9 Consultant agrees to comply with all provisions of Education Code section 45125.1. It will conduct criminal background checks of all employees assigned to the District's project, and will certify that no employees who have been convicted of serious or violent felonies, as specified in sections 667.5 and 1192.7 of the Penal Code, will have contact with pupils pursuant to this Agreement. Consultant will provide the District with a list of all employees providing services pursuant to this Agreement, and

designate to which sites they will be assigned. Failure to comply with this contractual obligation prior to commencing work on the site(s) may, at the District's sole discretion, be deemed to constitute termination of this Agreement.

V GOVERNING LAW

- Section 5.1 This Agreement shall be construed in all respects in accordance with and governed by the laws and decisions of the State of California.
- Section 5.2 If any part, term or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any law of a federal, state, or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions thereof shall not be affected thereby.
- Section 5.3 This Agreement contains all of the understandings and agreements between the parties and any waiver or modification of this Agreement must be in expressly made and agreed to by District Office and Consultant in writing.
- Section 5.4 Should any section or subsection of this agreement conflict with any section or subsection of **Exhibit A: PCR Consulting, Inc. No-Risk Agreement** referenced in Section 2.1 the section or subsection of this agreement supersedes and is the section the two parties are bound.

VI NOTICES

- Section 6.1 Any notice required to be given by the terms of this Agreement shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To District: Chief Business Official
Colusa Unified School District
745 10th Street
Colusa, CA 95932

To PCR Consulting, Inc.: PCR Consulting, Inc.
969G Edgewater Blvd., Ste 977
Foster City, CA 94404
Attention: Melanie Inglis

EXECUTED on this 21st day of May, 2019 at Colusa, California.

CONSULTANT

Date: _____

CONSULTANT Signature

Printed Name and Title

COLUSA UNIFIED SCHOOL DISTRICT

Date: _____

MANAGER Signature

Printed Name and Title

Date: _____

Chief Business Official

PCR Consulting, Inc. No-Risk Agreement

This Agreement entered into this 19th day of March, 2019 (“Effective Date”) represents the complete Agreement for services performed by PCR Consulting, Inc. referred to as “PCR” and Colusa Unified School District (the "Client"). These services are the result of examining certain expenses for the purpose of uncovering, billing errors, excess charges, unnecessary/excessive costs, expenditures, etc.

Client agrees and understands that:

1. Client will provide PCR with the necessary information for each account to be analyzed, including (a) one month’s complete bills for each account/online access; (b) a copy of the service agreement, if any, for each account; and (c) a Letter of Authorization permitting PCR to contact each service provider on behalf of Client to obtain the necessary information.
2. All such information and related documentation provided by the Client shall be treated by PCR as confidential information and will be returned upon request at the completion of the Analysis. PCR agrees that it will use Client’s confidential information only for the Project and for no other purpose. PCR further agrees that access to confidential information will be provided only to persons necessary to evaluate the Project, which may include employees, officers, contractors, and representatives of PCR.
3. PCR shall prepare a report identifying the refund/credit issues being pursued for all accounts. Client agrees to share refunds/credits with PCR, in accordance with the provisions of this Agreement. PCR shall also prepare an “Implementation Acknowledgement Sheet” (IAS) which clearly identifies future billing savings strategies for each account in the work program. Within 30 days of Client receiving the IAS, Client agrees to return to PCR a signed IAS either granting or denying permission for PCR to proceed with implementation of each recommendation.
4. Since PCR will be contacting each service provider to affect billing reductions and/or credits and refunds, Client recognizes that the service provider may attempt to circumvent PCR and contact Client directly. In any and all such cases, Client agrees to reaffirm with the service provider to coordinate all proposals through PCR. Client agrees that all vendor proposals received during the No-Risk Analysis project shall be subject to shared savings as described in paragraph six.
5. Client agrees to share refunds and/or billing credits 55/45 with PCR receiving 45% within 30 days of receiving such refund or credit. Client acknowledges that in certain instances, refunds or credits may be obtained prior to PCR’s report.
6. For savings realized by Client as a result of PCR correcting an ongoing error:
 - a. Client will compensate PCR 55/45 with PCR receiving 45% shared savings for 24 months payable within 30 days or
 - b. If both parties agree, client may “cash out” the 24-month future savings due PCR at a 20% discount payable within 30 days.

7. For any future savings opportunity Client wishes to have implemented:
 - a. Client agrees to share the monthly savings 55/45 with PCR receiving 45% for a period of 24 months within 30 days or
 - b. If both parties agree, client may “cash out” the 24-month future savings due PCR at a 20% discount payable within 30 days.
8. PCR is due no fee if no refunds and future savings opportunities are identified, or if Client does not wish to pursue the savings recommendations. PCR is due no fee if future savings opportunities are no longer valid, i.e. building consolidations, building closures, changes in technologies, etc.
9. Client agrees not to compete with the efforts of PCR during the term of the agreement period. During this period, any in-house refunds or savings shall accrue to the shared savings understanding of this agreement.
10. Client agrees that if Client denies permission for PCR to implement recommendations AND then implements any of PCR’s recommended future savings opportunities within 12 months of signing the “Implementation Acknowledgement Sheet” (IAS), then Client shall share any such future savings 55/45 with PCR receiving 45% as depicted in paragraph six above.

Unless specifically attached hereto, Client acknowledges that there are no refund, credit or rate reductions currently being pursued by Client. sal (Initials)

Please **initial** the utility areas to be analyzed:

Telecom: local service x long distance x data cellular billings x

Utilities: power x natural gas x water x sewer x garbage x

Agreed to by:

PCR Consulting, Inc.

Client Signature/Print Name

Title

Date



How Refunds and Savings are Calculated

Our No-Risk Agreement breaks down into two categories: Refunds and Optional Savings Strategies.

1. Refunds

- a. Once we've identified a refund, we determine how long the error has occurred. Errors can be inappropriate taxes, charges, overbillings, etc.
- b. We've been successful in going back 8-10 years in some cases with the average being around two years.
 - i. Once the Client has received their refund, we invoice for our 50% share. We typically don't allow the service provider to credit the account over a period. We request the refund in full unless the Client advises otherwise.
 - ii. If the refund is a result of an ongoing error (monthly), we share in the monthly savings for a period of 18 months (we've "stopped the bleeding"). As an alternative, you can cash out the monthly savings.

2. Savings Strategies

- a. Our Savings strategies typically don't require expense, capital, an ROI justification. We're not removing microwaves, adding smiley stickers to light switches, suggesting lighting retrofits, presenting load shedding opportunities, installing vending machine misers, etc. We are reviewing billing platforms, rates, tariffs, service elements and contracts for errors and inappropriate charges, taxes and fees.
- b. Once we present a savings strategy to the Client, you have the option of saying "Yes" or "No" to the strategy. Our monthly savings calculations are presented to you in detailed spreadsheet form to be able to make an informed decision and to verify that the information we have provided is accurate and complete.
- c. At this point:
 - i. You can say "No" to our savings recommendation:
 1. Our work is done, and you don't owe us anything, hence no risk.
 2. You are prohibited from deploying our savings strategy for a period of 12 months following refusal to pursue the strategy as depicted in the Agreement.
 - ii. If you say "Yes" to our savings recommendation:
 1. We handle all aspects of the implementation and receive the monthly bills to determine:
 - a. that the implementation has in fact occurred.
 - b. The new rate(s) in the bills are accurate.
 - c. that your monthly invoice is backed up by our exact saving calculations.

2. When we receive the bills each month for the next 18 months (unless you want to cash out the savings), we calculate the new monthly bill on “what the bill used to be” to “what the bill is after we’ve made the changes” and calculate our invoice amount of 40% of the shared savings.
3. If you elect to “cash out” the monthly savings, we both agree on what the estimated amount would be, then calculate our percentage, discount that amount by 15% and we’re done. (Most Clients like this option).
4. NOTE: The Client can still say “no” to any or all the recommendations we present to your Client.

3. Bottom Line

- a. We can do all the work with minimal staff time and if we don’t have any findings, there’s no fee.
- b. Our analysts keep all interested parties at the Client in the loop during the entire process.
- c. There's never seems to be enough good news these days and we are committed to finding every dollar possible for our Clients. Our process is truly a win-win experience without expense, risk, capital or a long-term consulting arrangement.

Pacific Capital Recovery
Consulting

www.pcr-consulting.com

"If you were being overbilled, wouldn't you want to know?"

Board Policy

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to the UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing **any program subject to the UCP which is offered by the district, including** adult education programs;; After School Education and Safety programs;; agricultural ~~vocational~~ **career technical** education;; American Indian education centers and early childhood education program assessments;; bilingual education;; **California Peer Assistance and Review** programs for teachers;; **state career technical and technical education, career technical, and technical** training programs;; **federal career technical education;** child care and development programs;; child nutrition programs;; compensatory education;; consolidated categorical aid programs;; Economic Impact Aid;; ~~English learner programs, federal education programs in Title I-VII, the federal Every Student Succeeds Act;~~ migrant education;; Regional Occupational Centers and Programs;; school safety plans;; special education programs;; **California State Preschool Programs;** Tobacco-Use Prevention Education programs;; and any other district-implemented **state categorical** program ~~which is listed in that is not funded through the local control funding formula pursuant to~~ Education Code 64000(a)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5131.62 - Tobacco)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint, **by a student, employee, or other person participating in a district program or activity**, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) **against any student, employee, or other person participating in district programs and activities, including , but not limited to, in** those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on **his/her the person's** association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

4. **Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)**

- ~~4.~~ 5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

- ~~5.~~ 6. Any complaint alleging district noncompliance with **legal applicable** requirements **of Education Code 52060-52077** related to the implementation of the local control and accountability plan, **including the development of a local control funding formula budget overview for parents/guardians** (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

7. **Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)**

(cf. 0420 - School Plans/Site Councils)

- 6.8.** Any complaint, by or on behalf of any student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, or district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

- 7.9.** Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless student child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, or a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, who transfers into the district after his/her second year of high school, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

- 10.** Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

- 8.11.** Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

- 9.12.** Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

10.13. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

11.14. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if **he/she is** different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

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

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to **the** UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and ~~related~~ requirements **related to UCP**, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.~~ a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, ~~the County~~ Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, **including the right to file the complaint with the California Department of Fair Employment and Housing.**

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, ~~or~~ teacher vacancies and misassignments, **or health and safety violations in any license-exempt California State Preschool Program** shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code **8235.5**, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

~~222 Reasonable accommodations; lactating students~~

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

33380-33384 California Indian Education Centers

35186 Williams uniform complaint procedures

44500-44508 California Peer Assistance and Review Program for Teachers

46015 Parental leave for students

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-~~49013~~ **49014** Student fees

49060-49079 Student records, **especially:**

49069.5 ~~Rights of parents~~ **Records of foster youth**

49490-49590 Child nutrition programs

49701 Interstate Compact on Educational Opportunity for Military Children

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, ~~and~~ military-connected students, **migrant students, and newly arrived immigrant students**; course credits; graduation requirements

51226-51226.1 Career technical education
 51228.1-51228.3 Course periods without educational content
 52060-52077 Local control and accountability plan, especially:
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52160-52178 Bilingual education programs
 52300-52462 Career technical education
 52500-52616.24 Adult schools
 54000-54029 Economic Impact Aid
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56865 Special education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process; **school plan for student achievement**
65000-65001 School site councils
GOVERNMENT CODE
 11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
 104420 Tobacco-Use Prevention Education
PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
 3080 ~~Application of section~~ **Applicability of uniform complaint procedures to complaints regarding students with disabilities**
 4600-~~4687~~**4670** Uniform complaint procedures
4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
 1221 Application of laws
 1232g Family Educational Rights and Privacy Act
 1681-1688 Title IX of the Education Amendments of 1972
 6301-6576 Title I ~~basic programs~~ **Improving the Academic Achievement of the Disadvantaged**
 6801-7014 Title III language instruction for limited English proficient and immigrant students
~~7101-7184 Safe and Drug Free Schools and Communities Act~~
~~7201-7283g Title V promoting informed parental choice and innovative programs~~
~~7301-7372 Title V rural and low income school programs~~
~~12101-12213 Title II equal opportunity for individuals with disabilities~~
UNITED STATES CODE, TITLE 29
 794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy Act
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

*Dear Colleague Letter: **Responding to** Bullying of Students with Disabilities, ~~August 2013~~ **October 2014***

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov> <https://www2.ed.gov/policy/gen/guid/fpc/>

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

U.S. Department of Justice: <http://www.justice.gov>

(5/17 3/18) 3/19

Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s), **position(s), or unit(s)** identified below as **the employee(s)** responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), **position(s), or unit(s)** also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment ~~as the responsible employee(s) to handle for handling~~ complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The **individual(s) compliance officer(s)** shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Superintendent

CUSD District Office
745 Tenth Street
Colusa, CA 95932
530.458.7791 x4001

In no instance shall a compliance officer be assigned to a complaint in which **he/she the compliance officer** has a bias or conflict of interest that would prohibit **him/her from fairly investigating or resolving the fair investigation or resolution of** the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the ~~The~~ Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. ~~The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010 49013, 49069.5, 51225.1, 51225.2, 52075; (5 CCR 4622)~~

(cf. 0420 - School Plans/Site Councils)

~~(cf. 0460 - Local Control and Accountability Plan)~~
~~(cf. 1220 - Citizen Advisory Committees)~~
~~(cf. 3260 - Fees and Charges)~~
~~(cf. 4112.9/4212.9/4312.9 - Employee Notifications)~~
~~(cf. 5145.6 - Parental Notifications)~~
~~(cf. 6173 - Education for Homeless Children)~~
~~(cf. 6173.1 - Education for Foster Youth)~~
~~(cf. 6173.2 - Education of Children of Military Families)~~
~~(cf. 6173.3 - Education for Juvenile Court School Students)~~

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
 - e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

i. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable, shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district adopted coursework and Board imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. ~~The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.~~
- l. ~~Copies of the district's UCP are available free of charge.~~

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3260 - Fees and Charges)

3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable

10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

District Responsibilities

~~All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)~~

~~For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.~~

~~The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.~~

~~All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)~~

~~All complainants shall be protected from retaliation.~~

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist **him/her** in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to **the** UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against **requiring students to pay** student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by **a persons** who alleges that **he/she they have** personally suffered **the** unlawful discrimination or **by a person** who believes that an individual or any specific class of individuals has been subjected to **it unlawful discrimination**. The complaint shall be initiated no later than six months from the date **when that** the alleged unlawful discrimination occurred, or six months from the date **when that** the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when **he/she is** not the complainant, requests confidentiality, the compliance officer shall inform **him/her the complainant or victim** that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after ~~the compliance officer receives~~ **receiving** the complaint, ~~he/she~~ **the compliance officer** may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with ~~his/her~~ **an** investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or ~~his/her~~ **the complainant's** representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or ~~his/her~~ representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. ~~He/she~~ **The compliance officer** shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately,

separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

~~The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.~~

Report of Findings Timeline for Final Decision

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, ~~and respondent if there is one,~~ a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant. The respondent also shall be sent the district's final written decision at the same time it is provided to the complainant.

Final Written Decision

~~The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)~~

~~Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1 99.67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." In February 2015, the Family Policy Compliance Office (FPCO), the federal agency which administers FERPA, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the~~

sanctions imposed upon the offender when the sanctions directly relate to that student. Thus, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., an order that the alleged offender stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the offender.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

If the complaint involves a limited English proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the **district's final written** decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint

4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may

be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved ~~attends~~ **is enrolled in** a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language **pursuant to Education Code 48985**. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. ~~He/she~~ **The complainant** may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

(cf. 5137 - Positive School Climate)

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

(cf. 6164.2 - Guidance/Counseling Services)

2. Academic support

3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. ~~Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint~~

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

(cf. 6164.5 - Student Success Teams)

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

(cf. 6145 - Extracurricular and Cocurricular Activities)

7. Disciplinary action, such as suspension or expulsion, as permitted by law

(cf. 5144 - Discipline)

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

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision ~~of~~ **on** a complaint regarding any specified federal or state educational program subject to ~~the~~ UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (~~Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075;~~ 5 CCR 4632)

The complainant ~~or respondent~~ shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, ~~he/she~~ **the respondent**, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by CDE that the ~~complainant or respondent has appealed the~~ district's decision **has been appealed**, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision

3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's ~~uniform complaint procedures~~ **UCP**
7. Other relevant information requested by CDE

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Administrative Regulation

Community Relations

AR 1312.4(a)

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following: **(Education Code 35186; 5 CCR 4680-4683)**

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: **(Education Code 35186; 5 CCR 4681)**
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: **(Education Code 35186; 5 CCR 4682)**
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

(cf. 4112.22 - Staff Teaching English Learners)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated

employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: **(Education Code 35186; 5 CCR 4683)**

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from

low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

4. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations, including any complaint alleging that: (Education Code 8235.5; Health and Safety Code 1596.7925)

a. The preschool does not have outdoor shade that is safe and in good repair.

b. Drinking water is not accessible and/or readily available throughout the day.

c. The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.

d. Restroom facilities are not available only for preschoolers and kindergartners.

e. The preschool program does not provide visual supervision of children at all times.

f. Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.

g. Playground equipment is not safe, in good repair, or age appropriate.

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form **specifies the location for filing a complaint and** contains a space to indicate whether the complainant desires a response to ~~his/her~~ **the** complaint ~~and specifies the location for filing a complaint.~~ A complainant may add as much text to explain the complaint as **desired** ~~he/she~~ ~~wishes.~~ (Education Code **8235.5**, 35186; 5 CCR 4680)

The Superintendent or designee shall ~~ensure that a notice is posted~~ **post** in each **K-12** classroom in each school **a notice** containing the components specified in Education Code

35186. In each license-exempt CSPP classroom, a notice containing the components specified in Education Code 8235.5 shall be posted. (Education Code 8235.5, 35186)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee, **or the preschool administrator or designee as appropriate**, at the school in which the complaint arises. ~~The principal or designee shall forward a~~ A complaint about problems beyond ~~his/her~~ the authority **of the principal or**

preschool administrator shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code **8235.5**, 35186; 5 CCR 4680)

Investigation and Response

The principal/**preschool administrator** or a designee **of the Superintendent** shall make all reasonable efforts to investigate any problem within ~~his/her~~ **their** authority. (Education Code **8235.5**, 35186; 5 CCR 4685)

Investigation of a complaint regarding preschool health or safety issues shall begin within 10 calendar days of receipt of the complaint. (Education Code 8235.5)

~~He/she~~ **The principal/preschool administrator or Superintendent's designee** shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code **8235.5**, 35186; 5 CCR 4685)

~~Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like~~ **a desire to receive** a response to the complaint, the principal/**preschool administrator** or **Superintendent's** designee shall report the resolution of the complaint to ~~him/her~~ **the complainant** ~~at the mailing address indicated on the complaint form~~ within 45 working days of the initial filing of the complaint. ~~At the same time, the principal or designee shall report the~~ **If the principal/preschool administrator makes this report, the same information shall be reported at the same time** to the Superintendent or designee. (Education Code **8235.5**, 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code **8235.5**, 35186)

If a complainant is not satisfied with the resolution of a complaint, ~~he/she~~ **the complainant** has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code **8235.5**, 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a **or #4** in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the

principal/**preschool administrator** or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code **8235.5**, 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code **8235.5**, 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code **8235.5**, 35186; 5 CCR 4686)

Forms and Notices

~~The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)~~

Note: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample form and classroom notice.

~~The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)~~

~~The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)~~

Legal Reference:

EDUCATION CODE

234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

8235-8239.1 California State Preschool Programs, especially:

8235.5 California State Preschool Program, complaints regarding health and safety issues

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedures

35292.5-**35292.6** Restrooms, maintenance and cleanliness

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4680-4687 Williams uniform complaint procedures
UNITED STATES CODE, TITLE 20
6314 Title I schoolwide program

Management Resources:

WEB SITES

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

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

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

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

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Exhibit

Community Relations

E(1) 1312.4(a)

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Note: Education Code 35186 requires that the following notice be posted in each **K-12** classroom in each school in the district. During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that a notice is placed in each classroom in each school and that the notice contains all the information described below.

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: **K-12 COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized

certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Note: Education Code 35186 requires that the notice inform parents/guardians of the location to obtain a complaint form and provides that posting a notice downloadable from the CDE's web site will satisfy this requirement. The law does not require that complaint form be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district web site addresses.

4. **If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law.** A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

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Exhibit

Community Relations

E(2) 1312.4(a)

WILLIAMS UNIFORM COMPLAINT PROCEDURES

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Note: Education Code 35186 creates a **the Williams uniform complaint** procedures for the filing of complaints concerning deficiencies in textbooks or instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The following form contains elements required by Education Code 35186 and 5 CCR 4681-4683. During the Federal Program Monitoring process, California Department of Education staff will check to ensure that the complaint form includes all of the elements specified below. ~~This form is no longer applicable to complaints regarding deficiencies in intensive instruction and services to students who have not passed all parts of the high school exit examination by the end of grade 12 since that categorical program was eliminated by AB 97 (Ch. 47, Statutes of 2013).~~

K-12 COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained

in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

☐ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

☐ A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

☐ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

☐ A semester begins and a teacher vacancy exists. A *teacher vacancy* is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester

course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

- ☐ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
- ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- 3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, **35292.6**; 5 CCR 4683)
 - ☐ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
 - ☐ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.
 - ☐ **For a school that serves students in any of grades 6-12 with 40 percent of more of its students from low-income families, as defined, the school has not stocked at least half of its restrooms with feminine products at all times and made those products available to students at no cost.**
 - ☐ The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Note: Education Code 35186 requires that complaints be filed with the principal or designee and that the complaint form specify the location for filing the complaint. Districts should specify the name and/or location in the spaces below:

Please file this complaint at the following location:

(principal or title of designee of the Superintendent)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

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Exhibit

Community Relations

E(3) 1312.4(a)

WILLIAMS UNIFORM COMPLAINT PROCEDURES

Note: Education Code 8235.5, as added by AB 1808 (Ch. 32, Statutes of 2018), requires that the following notice be posted in each classroom with a license-exempt California State Preschool Program (CSPP) (Education Code 8235-8239.1). The notice must include the health and safety requirements that apply to such CSPP programs pursuant to Health and Safety Code 1596.7925 and may be the subject of a complaint under the Williams uniform complaint procedures.

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8235.5, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times

6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time

7. Playground equipment that is safe, in good repair, and age appropriate

Note: Education Code 8235.5 requires that the notice include the location to obtain a complaint form and provides that posting a notice downloadable from the CDE's web site will satisfy this requirement. The law does not require that complaint forms be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district web site addresses.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

Administrative Regulation

Community Relations

AR 1340(a)

ACCESS TO DISTRICT RECORDS

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of **his/her** **such** membership, agency, office, or employment. (Government Code 6252)

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

8. **School-based program plans (Education Code 52850) District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law**

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

~~9. Information and data relevant to the evaluation and modification of district plans~~

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 7110 - Facilities Master Plan)

~~10.~~ **9.** Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

~~11.~~ **10.** Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

(cf. 3320 - Claims and Actions Against the District)

~~12.~~ **11.** Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

~~13.~~ **12.** Documents containing names, salaries, and pension benefits of district employees

~~14.~~ **13.** Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

(cf. 4141/4241 - Collective Bargaining Agreement)

~~15.~~ **14.** Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not

discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

(cf. 5145.13 - Response to Immigration Enforcement)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, **and** interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)
3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee

- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

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

- 4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

- 5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - State Academic Achievement Tests)

- 6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)
- 7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in **an** unfair competitive disadvantage to the person supplying the information (Government Code 6254)
- 8. Library circulation and patron use records of a borrower or patron including, but not limited to, **his/her** name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to **a** persons acting within the scope of **his/her** **their** duties in the administration of the

library, to ~~a~~ persons authorized in writing by the individual to whom the records pertain, or by court order (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

~~*(cf. 0450 - Comprehensive Safety Plan)*~~

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

13. Computer software developed by the district (Government Code 6254.9)
14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)
15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

<p>Note: Item #17 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 6255. This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. Legal counsel should be consulted to determine whether a request for a record falls under this exemption.</p>
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17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly

outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of ~~his/her~~ **the** determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, ~~he/she shall assist~~ the requester **shall be assisted** in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.
2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public

records shall state the name and title of each person responsible for the denial. (Government Code 6253)

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Board Policy

Business and Noninstructional Operations

BP 3100(a)

BUDGET

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3300 - Expenditures and Purchases)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

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

Budget Development and Adoption Process

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

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

The Board shall hold a public hearing on the proposed budget in accordance with Education Code 42103 and 42127. **The hearing shall occur at the same meeting as the public hearing on the district's LCAP and the local control funding formula (LCFF) budget overview for parents/guardians. (Education Code 42103, 42127, 52062, 52064.1)**

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

The Board shall adopt the district budget **at a public meeting held after the date of the public hearing but** on or before July 1 of each year. The Board shall adopt the budget following its adoption of the LCAP, or annual update to the LCAP, **and the LCFF budget overview for parents/guardians.** The budget shall include the expenditures necessary to

implement the LCAP or the annual update to the LCAP. (Education Code 42127, **52062**)

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

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

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

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

(cf. 1340 - Access to District Records)

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

Budget Criteria and Standards

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

The district budget shall provide for ~~increasing~~ **improved** or ~~improving~~ **improved** services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students in accordance with 5 CCR 15496. *Unduplicated students* are students who are eligible for free or reduced-price meals, English learners, and/or foster youth. (Education Code 42238.07; 5 CCR 15496)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

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

(cf. 2210 - Administrative Discretion Regarding Board Policy)
(cf. 3110 - Transfer of Funds)

Fund Balance

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

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

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

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

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

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

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

The Board intends to maintain a minimum assigned and unassigned fund balance in an amount the Board deems sufficient to maintain fiscal solvency and stability and to protect the district against unforeseen circumstances.

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

Reserve Balance

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

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

Long-Term Financial Obligations

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

(cf. 4141/4241 - Collective Bargaining Agreement)

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

(cf. 7210 - Facilities Financing)

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

The Board shall approve a plan for meeting the district's long-term obligations to fund nonpension, other postemployment benefits (OPEBs). This plan shall include a specific funding strategy and the method that will be used to finance the district's annual fiscal obligations for such benefits in a manner that continually reduces the deficit to the district to the extent possible. The Board reserves the authority to review and amend the funding strategy as necessary to ensure that it continues to serve the best interests of the district and maintains flexibility to adjust for changing budgetary considerations.

~~When the~~ **The** Superintendent or designee **shall annually** presents a report to the Board on the estimated accrued but unfunded cost of OPEBs, ~~the Board shall disclose, as~~ **As** a separate agenda item at the same meeting, **the Board shall disclose** whether or not it will reserve a sufficient amount of money in its budget to fund the present value of the benefits of existing retirees and/or the future cost of employees who are eligible for benefits in the current fiscal year. (Education Code 42140)

~~When the~~ **The** Superintendent or designee **shall annually** presents a report to the Board on the estimated accrued but unfunded cost of workers' compensation claims, ~~the Board shall disclose, as~~ **and the actuarial reports upon which the estimated costs are based. As** a

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

Budget Amendments

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

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

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

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

33127-33131 Standards and criteria for local budgets and expenditures

41202 Determination of minimum level of education funding

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

42122-42129 Budget requirements

42130-42134 Financial certifications

42140-~~42141~~ **42142** Disclosure of fiscal obligations

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

52060-52077 Local control and accountability plan

GOVERNMENT CODE

7900-7914 Appropriations limit

21710-21716 California Employer's Pension Prefunding Trust Program

CODE OF REGULATIONS, TITLE 5

15060 Standardized account code structure

15440-15451 Criteria and standards for school district budgets

15494-~~15496~~ **15497** Local control funding formula, **supplemental and concentration grant expenditures**

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

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

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, **December 2015**
September 2006

GOVERNMENT FINANCE OFFICERS ASSOCIATION

Best Practice: **Appropriate Level of Unrestricted Fund Balance in the General Fund, 2009** **Fund**
Balance Guidelines for the General Fund, September 2015

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

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

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

WEB SITES

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

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

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

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

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

Management Resources: (continued)

WEB SITES (continued)

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

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

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

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Administrative Regulation

Business and Noninstructional Operations

AR 3100(a)

BUDGET

Public Hearing

The agenda for the public hearing on the district budget shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. The proposed budget shall be available for public inspection at least three working days before this hearing. (Education Code 42103, 42127, 52062)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify the County Superintendent of Schools of the location **and** dates, **and times** at which the proposed budget may be inspected, as well as the

location, date, and time of the public hearing, in sufficient time for the County Superintendent to publish such information in a newspaper of general circulation at least 10 days but not more than 45 days before the hearing, as required by Education Code 42103.

Whenever the proposed district budget includes a combined assigned and unassigned ending fund balance that exceeds the minimum recommended reserve for economic uncertainties adopted by the State Board of Education, the district shall provide, for each fiscal year included in the budget, the following information for public review and discussion at the public hearing: (Education Code 42127; 5 CCR 15450)

1. The minimum recommended reserve for economic uncertainties
2. The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve
3. A statement of reasons substantiating the need for the combined assigned and unassigned ending balances that are in excess of the minimum recommended reserve

During the hearing, any district resident may ~~speaks to~~ **appear and object to** the proposed budget or to any item in the budget. The hearing may conclude when all residents who have requested to be heard have had the opportunity to speak. (Education Code 42103)

(cf. 9323 - Meeting Conduct)

Budget Review Committee for Disapproved Budgets

If the district's budget is disapproved by the County Superintendent for any reason other than ~~his/her~~ disapproval of the district's ~~local control and accountability plan (LCAP)~~ or annual update to the LCAP, the budget shall be reviewed by a budget review committee, unless the Board and County Superintendent agree to waive the requirement and the California Department of Education accepts the waiver. (Education Code 42127)

This committee shall consist of either: (Education Code 42127.1, 42127.2)

1. Three persons selected by the Board from a list of candidates provided by the Superintendent of Public Instruction (SPI), who shall be selected within five working days after receiving the list of candidates
2. A regional review committee **selected and** convened by the County Superintendent with the approval of the Board **and SPI**

If the budget review committee recommends disapproval of the district budget, the Board may submit a response to the SPI no later than five working days after receipt of the committee's report. The response may include any revisions to the adopted final budget and any other proposed actions to be taken as a result of the committee's recommendations. (Education Code 42127.3)

If the SPI disapproves the district budget after reviewing the committee's report and the district's response, the Board shall consult with the County Superintendent ~~as he/she~~ **to** develop and adopt, by December 31, a fiscal plan and budget that will allow the district to

meet its **current fiscal year and multiyear** financial obligations. For the current fiscal year, the district shall operate in accordance with the budget adopted by the County Superintendent. (Education Code 42127.3)

Until the district receives approval of its budget, it shall continue to operate either on the basis of the prior year's budget or on the basis of the current year's unapproved budget as adopted and revised by the Board, whichever budget contains a lower total spending authority. (Education Code 42127.4)

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Board Policy

Business and Noninstructional Operations

BP 3260(a)

FEES AND CHARGES

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to ~~them~~ **students** at no cost.

No student shall be required to pay a fee, deposit, or other charge for ~~his/her~~ participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the socioeconomic conditions of ~~district~~ students' families and their ability to pay.

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

(cf. 0415 - Equity)

(cf. 3250 - Transportation Fees)

(cf. ~~3515.4 - Recovery for Property Loss or Damage~~)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

FEES AND CHARGES (continued)

The prohibition against student fees shall not ~~restrict~~ **prevent** the district from soliciting for donations, ~~participating in~~ **conducting** fundraising activities, or providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. The district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. ~~If The district~~ also shall not remove or threaten to remove from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

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

(cf. 3290 - Gifts, Grants and Bequests)

The Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaints

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Collection of Debt

Note: Education Code 49014 (the Public School Fair Debt Collection Act), as added by AB 1974 (Ch. 577, Statutes of 2018), establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including debts resulting from unpaid fees lawfully imposed by a district. See the accompanying administrative regulation for additional language reflecting these requirements.

The debt collection requirements of this Act do not apply to debt owed as a result of vandalism or loss of district property loaned to the student. For further information in regard to such debt, see AR 3515.4 - Recovery for Property Loss or Damage.

For information regarding meal payments, including the collection of delinquent meal charges, see BP/AR 3551 - Food Service Operations/Cafeteria Fund.

The Superintendent or designee shall, in accordance with law, recover any debt owed to the district as a result of unpaid permissible student fees approved by the Board. However, the district shall not bill a current or former student for accumulated debt, nor take negative action against a student or former student because of such debt, including, but not limited to, any of the following: (Education Code 49014)

- 1. Denying full credit for any class assignment**
- 2. Denying full and equal participation in any classroom activity**

3. Denying access to the library or other on-campus educational facilities
4. Denying or withholding grades or transcripts
5. Denying or withholding a diploma
6. Limiting or barring participation in an extracurricular activity, club, or sport
7. Limiting or excluding the student from participation in an educational activity, field trip, or school ceremony

Legal Reference:

EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8422 21st Century High School After School Safety and Enrichment for Teens programs

8482.6 After School Education and Safety programs

8760-8774 Outdoor science, ~~and~~ conservation, **and forestry** programs

17453.1 District sale or lease of Internet appliances or personal computers to ~~students or parents of~~ **students**

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs

38080-38086.1 Cafeteria establishment and use

38120 Use of school band equipment on excursions to foreign countries

39801.5 Transportation for adults

39807.5 Payment of transportation costs

39837 Transportation of students to places of summer employment

48050 Residents of adjoining states

48052 Tuition for foreign residents

48904 Liability of parent or guardian

49010-49013 Student fees

49014 Public School Fair Debt Collection Act

49065 Charge for copies

49066 Grades, effect of physical education class apparel

49091.14 Prospectus of school curriculum

49557.5 Unpaid school meal fees

51810-51815 Community service classes

52612 Tuition for adult classes

52613 Nonimmigrant foreign nationals

56504 School records; students with disabilities

60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 ~~Foreign~~ **Nonimmigrant** students

COURT DECISIONS

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
Driving School Assn of CA v. San Mateo Union HSD (1993) (1992) 11 Cal. App. 4th 1513
Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251
Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739
Hartzell v. Connell (1984) 35 Cal. 3d 899
CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, : Damage to School Property Deposits and Other Charges, Fiscal Management Advisory 16-01, September 16, 2016 17-01, July 28, 2017

Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015

Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony, Addendum to Fiscal Management Advisory 12-02, October 4, 2013

Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

WEB SITES

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

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

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Administrative Regulation

Business and Noninstructional Operations

AR 3260(a)

FEES AND CHARGES

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)
3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. Reimbursement **to the district** for the direct cost of materials ~~provided by the district to a student for the fabrication of nonperishable personal property the student used by~~ **students to fabricate property they** will take home for ~~his/her~~ **their** own possession and use, such as wood shop, art, or sewing projects kept by ~~the students~~ (Education Code 17551)
7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student, **the district provides a waiver based on financial need, and an exemptions are is made for indigent and disabled students any student with a disability whose individualized education program includes transportation as a related service necessary to receive a free appropriate public education** (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

(cf. 6159 - Individualized Education Program)

(cf. 6178.2 - Regional Occupational Center/Program)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)
10. Sale or lease of personal computers or of Internet appliances that allow a person to connect to or access the district's educational network, provided that the items are sold or leased to parents/guardians at no more than cost and the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. An adult education or secondary school community service class in civic, vocational, literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

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

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)
(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual cost of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)
(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Funds)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)

16. ~~As allowed in~~ **In accordance with** law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that ~~he/she~~ **the student** fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.1 - District Residency)
(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, classes for which high school credit is granted when taken by a person who does not hold a high school diploma, or classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is **exempted from fees by law** ~~for~~

~~severely disabled children and the student is eligible to enroll in it~~ (Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

20. Participation in a before-school or after-school program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), or 21st Century High School After School Safety and Enrichment for Teens program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6)

(cf. 5148.2 - Before/After School Programs)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

21. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

Collection of Debt

Note: Education Code 49014 (the Public School Fair Debt Collection Act), as added by AB 1974 (Ch. 577, Statutes of 2018), establishes requirements for districts to follow when seeking to recover a debt owed by students and/or parents/guardians, including a requirement to provide the parent/guardian with an itemized invoice that references the district's policies relating to debt collection and the rights established pursuant to Education Code 49014 and 49557.5 (unpaid meal fees). It is recommended that districts include references to this administrative regulation and the accompanying Board policy, as well as BP/AR 3551 - Food Service Operations/Cafeteria Fund. For additional rights established by Education Code 49014, including prohibitions against directly billing a student or former student or imposing any negative action on a student, see the accompanying Board policy.

Before pursuing payment of any debt that has accumulated from unpaid permissible fees, the Superintendent or designee shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student. The invoice shall reference district policies related to debt collection and the rights established pursuant to Education Code 49014 and 49557.5. For each payment received, the district shall provide a receipt to the parent/guardian. (Education Code 49014)

The Superintendent or designee shall not sell debt owed by a parent/guardian of a student or former student. (Education Code 49014)

Board Policy

Business and Noninstructional Operations

BP 3515.4(a)

RECOVERY FOR PROPERTY LOSS OR DAMAGE

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. ~~To discourage such acts, When district property is damaged due to the willful misconduct of a student or other person,~~ the district shall seek reimbursement of damages, within the limitations specified in law, ~~from any individual, or from the parent/guardian of any a minor child or from any other responsible individual, who has committed theft or has willfully damaged district or employee property.~~

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 4158/4258/4358 - Employee Security)
~~(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)~~
(cf. 5131 - Conduct)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5136 - Gangs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904, 49014)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Rewards

~~When district or law enforcement officials have not been able to identify the person(s) responsible for the theft or vandalism of district property, the Board may authorize a reward for the identification and apprehension of the responsible person(s).~~ **The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)**

OPTION 1: The Board authorizes the Superintendent or designee to offer a reward in any amount ~~he/she deems~~ **deemed** appropriate, not exceeding \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

OPTION 2: The Board shall determine the appropriate amount for the reward.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

Legal Reference:

EDUCATION CODE

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring

19911 Libraries, willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent/guardian for willful misconduct

49014 Public School Fair Debt Collection Act

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

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

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

Judicial Council of California: <http://www.courts.ca.gov>

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Administrative Regulation

Business and Noninstructional Operations

AR 3515.4(a)

RECOVERY FOR PROPERTY LOSS OR DAMAGE

Reports by Staff

District employees shall report any damage to or loss of school property to the principal **Superintendent** or designee immediately after such damage or loss is discovered. In those instances in which insurance reimbursement may be involved, the principal or designee shall contact the appropriate district official.

(cf. 3530 - Risk Management/Insurance)

(cf. 5131.5 - Vandalism and Graffiti)

Investigation

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate. ~~If it is determined that the damage has been committed by any district student, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.~~

(cf. 3515.3 - District Police/Security Department)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate Motivated Behavior)

Recovery of Damages

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance ~~administrator~~ **carrier**, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from ~~his/her~~ **the** parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, due process shall be afforded the student in accordance with law. (Education Code 48904)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

~~If it is determined that the damage has been committed by any district student,~~ **In addition,** the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Payment of Reward

When authorized according to Board policy, the Superintendent or designee shall pay the a reward to the party who provides information sufficient to identify and apprehend the person(s) subsequently determined to be responsible for the damage or loss. If more than one person provides information, the reward shall be divided among them as appropriate.

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Board Policy

All Personnel

BP 4030(a)

NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide ~~district employees, interns, volunteers, and job applicants~~ a safe, positive environment where ~~they~~ **all district employees** are assured of full and equal employment access and opportunities, protection from harassment ~~or~~ **and** intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. **For purposes of this policy, employees include** ~~This policy shall apply to all district employees and, to the extent required by law, to job applicants, interns, volunteers, and job applicants~~ **and persons who contracted with the district to provide services, as applicable.**

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, ~~religious creed~~, color, ~~ancestry~~, national origin, ~~ancestry~~, age, ~~religious creed~~, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, ~~sex~~, ~~sexual orientation~~, gender, gender identity, gender expression, ~~sex, or sexual orientation~~ or ~~his/her~~ association with a person or group with one or more of these actual or perceived characteristics.

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

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

(cf. 4151/4251/4351 - Employee Compensation)

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

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)

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

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
 - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

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

- b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

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

- c. ~~Disability discrimination based on a district r~~Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

- d. ~~Disability discrimination based on the district's f~~Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee, **who has requested such accommodations in order** to determine **the effective reasonable accommodations, if any, to be provided to the employee** ~~for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition~~

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; **2 CCR 11028**)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign any document that releases the employee's right to file a claim against the district or to disclose information about harassment or other unlawful employment practices. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, **including harassment of an employee by a nonemployee**, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. ~~He/she shall provide, including providing~~ training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

~~In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.~~

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act, **especially:**

12940-12952 Unlawful employment practices

12960-12976 Unlawful employment practices; complaints

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment, **especially:**

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11027-11028 National origin and ancestry discrimination
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment, **December 2014**
Transgender Rights in the Workplace
Workplace Harassment Guide for California Employers
Your Rights and Obligations as a Pregnant Employee
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Questions and Answers: Religious Discrimination in the Workplace, 2008
New Compliance Manual Section 15: Race and Color Discrimination, April 2006
EEOC Compliance Manual
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Administrative Regulation

All Personnel

AR 4030(a)

NONDISCRIMINATION IN EMPLOYMENT

All allegations of discrimination in employment, including those involving an **employee, job applicant, intern, volunteer, or ~~job applicant~~ person contracted to provide services to the district** shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

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

(cf. 1240 - Volunteer Assistance)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 4032 - Reasonable Accommodation)

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Superintendent
745 Tenth Street
Colusa, CA 95932
530.458.7791

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

- 1. Display in a prominent and accessible location at every work site where the district has employees and post electronically on computers in a conspicuous location, the California Department of Fair Employment and Housing (DFEH) posters in regard to workplace discrimination and harassment and the rights of transgender employees (Government Code 12950)**

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

- 1.2.** Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

- b. Posting them in all district schools and offices, including staff lounges and other prominent locations
- c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 4111/4211/4311 - Recruitment and Selection)

2.3. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)

- a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return
- b. Sending the policy via email with an acknowledgment return form
- c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
- d. Discussing the policy with employees upon hire and/or during a new hire orientation session
- e. Any other way that ensures employees receive and understand the policy

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3.4. Provide to employees a handbook ~~that~~ **which** contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to ~~anyone who feels that he/she has~~ **employees who believe they have** been the victim of any discriminatory or harassing behavior

4.5. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

~~Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024. (2 CCR 11023)~~

The district may also provide bystander intervention training to employees that includes information and practical guidance on how to recognize potentially problematic behaviors and motivates them to take action when they observe such behaviors. The training and education may include exercises to provide employees with the skills and confidence to intervene as appropriate and to provide them with resources they can call upon that support their intervention. (Government Code 12950.2)

(cf. 1240 - Volunteer Assistance)

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
7. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce

Complaint Procedure

Any complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant may inform his/her a direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman. **The employee's direct supervisor may be bypassed in filing a complaint where the supervisor is the subject of the complaint.**

The complainant may file a written complaint in accordance with this procedure, or, if he/she is an employee, or may first attempt to resolve the situation informally with his/her the employee's supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. He/she The coordinator shall also inform the parties that the

investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

If the coordinator determines that a detailed fact-finding investigation is necessary, ~~he/she shall begin~~ the investigation **shall begin** immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out ~~his/her the~~ investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator ~~also~~ shall **also** determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents are prevented. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of ~~his/her the~~ findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report ~~also~~ shall **also** include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented. **The report shall be presented to the Superintendent or designee.**

~~The report~~ **A summary of the findings** shall be presented to the complainant, **and** the person accused, ~~and the Superintendent or designee.~~

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either ~~the California Department of Fair Employment and Housing (DFEH)~~ or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

(12/15 12/16) 3/19

Administrative Regulation

Certificated Personnel

AR 4161.1(a)
4361.1

PERSONAL ILLNESS/INJURY LEAVE

Certificated employees employed five school days per week are entitled to 10 days' leave of absence with full pay for personal illness or injury (sick leave) per school year of service. Employees who work less than five school days per week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employees who **is are** entitled to less than three days of paid sick leave per year due to the amount of time worked shall be granted sick leave pursuant to Labor Code 246, if **he/she is they are** eligible. (Education Code 44978; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Use of Sick Leave

Certificated employees may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of **or and** in the course of employment; quarantine which results from contact **in the course of employment** with other persons having a contagious disease **during the employee's performance of his/her duties**; or temporary inability to perform assigned duties because of illness, accident, or quarantine (Education Code 44964)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

2. Pregnancy, miscarriage, childbirth, and related recovery (Education Code 44965, 44978)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity (Education Code 44981)

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical and dental appointments, in increments of not less than one hour
5. Industrial accidents or illnesses when leave granted specifically for that purpose has been exhausted (Education Code 44984)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

6. Need of the employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 44977.5; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Need of the employee or **his/her employee's** family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)
8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and/or 230.1(a) for the health, safety, or welfare of the employee or **his/her the employee's** child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave **he/she would that would be** accrued during six months at **his/her the employee's then** current rate of entitlement. (Labor Code 233)

An employee may take sick leave at any time during the school year, even if credit for sick leave has not yet been accrued. (Education Code 44978)

An employee shall reimburse the district for any unearned sick leave used as of the date of **his/her** termination.

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 44978)

At the beginning of each school year, employees shall be notified of the amount of sick leave they have accumulated.

The district shall not require new employees to waive leave accumulated in a previous district. (Education Code 44979, 44980)

The Superintendent or designee shall notify any certificated employee who leaves the district after at least one school year of employment that if the employee accepts a certificated position in another district, county office of education, or community college district within one year, **he/she the employee** may request that the district transfer **his/her any** accumulated sick leave to the new employer. (Education Code 44979, 44980)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a certificated employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 10 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or more by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time **he/she works worked**. (Education Code 44978.2)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of **his/her the** disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives **his/her the** disability rating decision, **he/she the employee** shall report that information to the

Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 10-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 44978.2)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 44978.2)

Notification of Absence

An employee shall notify the district of ~~his/her~~ **the** need to be absent as soon as such need is known, so that substitute services may be secured. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which ~~he/she~~ **the employee** intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

(cf. 4121 - Temporary/Substitute Personnel)

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

During each school year, when a certificated employee has exhausted all available sick leave, including all accumulated sick leave, and, due to illness or accident, continues to be absent ~~from his/her duties~~ for an additional period of up to five school months, ~~the employee shall receive his/her~~ **the district shall deduct from the employee's** regular salary ~~minus for that period~~ the actual cost of a substitute to fill the position. If the district has made every reasonable effort to secure the services of a substitute and has been unable to do so, the amount that would have been paid to a substitute shall be deducted from the employee's salary. (Education Code 44977)

An employee shall not be provided more than one five-month period per illness or accident. However, if the school year ends before the five-month period is exhausted, the employee may take the balance of the five-month period in a subsequent school year. (Education Code 44977)

Absence Beyond Five-Month Period/Reemployment List

If a certificated employee is not medically able to ~~resume his/her duties~~ **return to work** after the five-month period provided pursuant to Education Code 44977, the employee shall be placed either in another position or on a reemployment list. Placement on the reemployment

list shall be for 24 months for probationary employees or 39 months for permanent employees and shall begin at the expiration of the five-month period. If during this time the employee becomes medically able, **he/she the employee** shall be returned to employment in a position for which **he/she the employee** is credentialed and qualified. (Education Code 44978.1)

(cf. 4116 - Probationary/Permanent Status)

Parental Leave

During each school year, a certificated employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period **of** up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. (Education Code 44977.5)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 44977.5)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay **of at least 50 percent of the employee's regular salary** for the remainder of the 12 work weeks. (Education Code 44977.5)

Parental leave taken pursuant to Education Code 44977.5 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 44977.5; Government Code 12945.2, 12945.6)

Verification Requirements

PERSONAL ILLNESS/INJURY LEAVE (continued)

After any absence due to illness or injury, the employee shall verify the absence by submitting a completed and signed district absence form to **his/her the employee's** immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on **the medical condition of the employee. The report shall include a statement as to** the employee's need for further leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny further leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and **shall** not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from **his/her a** physician stating that **he/she the employee** is able to return to duty and stipulating any necessary restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Healthy Workplaces, Healthy Families Act Requirements

No employee shall be denied the right to use accrued sick days, and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The **amount number** of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against **him/her the employee**
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

44964 *Power to grant leave of absence in case of illness, accident, or quarantine*
44965 *Granting of leaves of absence for pregnancy and childbirth*
44976 *Transfer of leave rights when school is transferred to another district*
44977 *Salary deduction during absence from duties up to five months after sick leave is exhausted*
44977.5 *Differential pay during parental leave up to 12 weeks after sick leave is exhausted*
44978 *Provisions for sick leave of certificated employees*
44978.1 *Inability to return to duty; placement in another position or on reemployment list*
44978.2 *Leave for military service connected disability*
44979 *Transfer of accumulated sick leave to another district*
44980 *Transfer of accumulated sick leave to a county office of education*
44981 *Leave of absence for personal necessity*
44983 *Exception to sick leave when district adopts specific rule*
44984 *Industrial accident or illness*
44986 *Leave of absence for disability allowance applicant*

GOVERNMENT CODE

12945.1-12945.2 *California Family Rights Act*
12945.6 *Parental leave*

LABOR CODE

220 *Sections inapplicable to public employees*
230 *Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off*
230.1 *Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off*
233 *Illness of child, parent, spouse or domestic partner*
234 *Absence control policy*
245-249 *Healthy Workplaces, Healthy Families Act of 2014*

CODE OF REGULATIONS, TITLE 5

5601 *Transfer of accumulated sick leave*

UNITED STATES CODE, TITLE 29

2601-2654 *Family and Medical Leave Act of 1993, as amended*

UNITED STATES CODE, TITLE 42

2000ff-2000ff-11 *Genetic Information Nondiscrimination Act of 2008*

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 *Family and Medical Leave Act of 1993*

1635.1-1635.12 *Genetic Information Nondiscrimination Act of 2008*

COURT DECISIONS

Veguez v. Governing Board of Long Beach Unified School District, (2005) 127 Cal.App.4th 406

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PERSONAL ILLNESS/INJURY LEAVE

Classified employees employed five days a week are entitled to 12 days' leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, **any** part-time employees **whose work hours are so few as to entitle him/her** **who are entitled** to less than 24 hours of paid sick leave per fiscal year **due to the amount of time worked** shall be granted sick leave pursuant to Labor Code 246, if **he/she is** **they are** eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Use of Sick Leave

A classified employee may use sick leave for absences due to:

AR 4261.1(b)

PERSONAL ILLNESS/INJURY LEAVE (continued)

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact **in the course of employment** with other persons having a contagious disease **during the employee's performance of his/her duties** (Education Code 45199)
2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)
4. Medical **or and** dental appointments, in increments of not less than one hour
5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)
6. Need of an employee to bond with a child within one year of the child's birth, adoption, or foster care placement (parental leave) (Education Code 45196.1; Government Code 12945.2, 12945.6; 29 USC 2612; 29 CFR 825.112)

7. Need of the employee or **his/her the employee's** family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care (Labor Code 233, 246.5)
8. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or **his/her the employee's** child, when the employee has been a victim of domestic violence, sexual assault, or stalking (Labor Code 233, 246.5)

For the purposes specified in items #7-8, an employee may use, in any calendar year, the amount of sick leave **he/she would that would be** accrued during six months at **his/her the employee's then** current rate of entitlement. (Labor Code 233)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave, **or the proportionate amount to which the employee may be entitled,** until **he/she the first day of the month after the employee** has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of **his/her** termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if **he/she the employee** accepts employment in another district, county office of education, or community college district within one year of the termination of employment, **he/she the employee** may request that the district transfer **his/her any** accumulated sick leave to the new employer. (Education Code 45202)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a classified employee who is a former active duty member of the U.S. Armed Forces or a former or current member of the California National Guard or a federal reserve component shall be entitled to sick leave with pay of up to 12 days for the purpose of undergoing medical treatment, including mental health treatment, for a military service-connected disability rated at 30 percent or higher by the U.S. Department of Veterans Affairs. An eligible employee who works less than five days per week shall be entitled to such leave in proportion to the time **he/she works worked.** (Education Code 45191.5)

The amount of leave shall be credited to the employee either on the date the employee receives confirmation of the submission of **his/her the** disability application to the U.S. Department of Veterans Affairs or on the first day the employee begins or returns to employment after active duty, whichever is later. When the employee receives **his/her the** disability rating decision, **he/she the employee** shall report that information to the Superintendent or designee. If the disability rating decision makes the employee eligible for the leave, the time used before the decision shall be counted toward the 12-day maximum leave. If the disability rating decision makes the employee ineligible for the leave, the district may change the sick leave time used before the disability rating decision to an alternative leave balance. (Education Code 45191.5)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Leave for military-service connected disability shall be available for 12 months following the first date that the leave was credited. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of **his/her the** need to be absent as soon as such need is known so that the services of a substitute may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which **he/she the employee** intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

A When a classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence and continues to be absent on account of illness or injury for a period of five months or less, the district shall deduct from the employee's regular salary for that period an amount that does not exceed the actual cost of a substitute to fill the position. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

Parental Leave

During each school year, a classified employee may use all available sick leave, including accumulated sick leave, for the purpose of parental leave for a period **of** up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including

accumulated sick leave, taken during a period of such parental leave. (Education Code 45196.1)

Eligibility for such leave shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 45196.1)

An employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave shall receive differential pay **of at least 50 percent of the employee's regular salary** for the remainder of the 12 work weeks. (Education Code 45196.1)

Parental leave taken pursuant to Education Code 45196.1 shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 or 12945.6, and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. (Education Code 45196.1; Government Code 12945.2, 12945.6)

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to ~~resume his/her duties~~ **return to work** after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes **medically able**, ~~to resume the duties of his/her position, he/she~~ **the employee** shall be offered reemployment in the first vacancy in the classification of ~~his/her~~ **the employee's** previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to ~~his/her~~ seniority. (Education Code 45195)

Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to ~~his/her~~ **the employee's** immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to

work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information. Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from **his/her** a physician stating that **he/she** **the employee** is able to return to work and stipulating any **recommended necessary** restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Short-Term and Substitute Employees

Except for a retired annuitant who is not reinstated to the retirement system, **any** short-term or substitute employees who works for 30 or more days within a year of **his/her** **their** employment shall be entitled to one hour of paid sick leave for every 30 hours worked. Accrued paid sick days shall be paid out in the pay period during which the leave is earned, or on the next regular pay period following.

Healthy Workplaces, Healthy Families Act Requirements

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The **amount** **number** of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days

- d. That discrimination or retaliation against an employee for requesting and/or using sick leave is prohibited by law and that an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against **him/her the employee**
 2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
 3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available
- (cf. 4112.9/4212.9/4312.9 - Employee Notifications)
4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45191.5 Leave for military service connected disability

45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

45196.1 Differential pay during parental leave up to 12 weeks after sick leave is exhausted

45202 Transfer of accumulated sick leave and other benefits

GOVERNMENT CODE

12945.1-12945.2 California Family Rights Act

12945.6 Parental leave

LABOR CODE

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off

230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off

233 Illness of child, parent, spouse or domestic partner

245-249 Healthy Workplaces, Healthy Families Act of 2014

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended

UNITED STATES CODE, TITLE 42

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 Family and Medical Leave Act of 1993

1635.1-1635.12 Genetic Information Nondiscrimination Act of 2008

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th 510

ATTORNEY GENERAL OPINIONS

53 Ops. Cal. Atty. Gen. 111 (1970)

Administrative Regulation

Students

AR 5125.2(a)

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

When a minor student willfully cuts, defaces, or otherwise injures real or personal property of the district or **willfully** does not return district property that has been loaned to **him/her the student upon demand of a district employee**, the student's parents/guardians may be required to pay the costs of all damages within the limits established pursuant to Education Code 48904. Until the student's parents/guardians have paid for the damages **or the student has completed voluntary work or other nonmonetary alternative offered by the district in lieu of monetary damages**, the Superintendent or designee may withhold the student's grades, diploma, and/or transcripts. (Education Code 48904, **49014**)

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5125 - Student Records)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 6161.2 - Damaged or Lost Instructional Materials)

This administrative regulation shall not apply to a student who is a current or former homeless or foster youth. (Education Code 49014)

Before withholding **the a** student's grades, diploma, and/or transcripts, the Superintendent or designee shall inform the student's parents/guardians in writing of the student's alleged misconduct. (Education Code 48904)

(cf. 5145.6 - Parental Notifications)

The student shall be afforded due process consistent with procedures established for the expulsion of students. (Education Code 48904)

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

~~If the student and parents/guardians are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student in lieu of monetary damages. Upon completion of the voluntary work, the student's grades, diploma, and/or transcripts shall be released. (Education Code 48904)~~

When a student who is transferring into the district has had **his/her** grades, **a** diploma, and/or transcripts withheld by the previous district, the Superintendent or designee shall continue to withhold the student's grades, diploma, and/or transcripts until notified by the previous district that the decision to withhold has been rescinded. (Education Code 48904.3)

Upon receiving notice that a student whose grades, diploma, and/or transcripts have been withheld by this district has transferred to another district in California, the Superintendent or designee shall provide the student's records to the new district and notify the new district that the student's grades, diploma, and/or transcripts are being withheld from the student and parents/guardians pursuant to Education Code 48904.

The Superintendent or designee shall also notify the student's parents/guardians in writing that the decision to withhold the student's grades, diploma, and/or transcripts will be enforced by the new district. (Education Code 48904.3)

Legal Reference:

EDUCATION CODE

48904 *Liability of parent*

48904.3 *Withholding grades, diplomas, or transcripts of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold*

48911 *Suspension by principal, designee or superintendent*

49014 Public School Fair Debt Collection Act

49069 *Absolute right to access*

(12/91 10/17) 3/19

Board Policy

Students

BP 5127(a)

GRADUATION CEREMONIES AND ACTIVITIES

High school graduation ceremonies shall be held to recognize those students who have earned a diploma by successfully completing the required course of study, satisfying district standards, and passing any required assessments. The Governing Board believes that these students deserve the privilege of a public celebration that recognizes the significance of their achievement and encourages them to continue the pursuit of learning throughout their lives.

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

At the discretion of the Superintendent or designee, a student who will complete graduation requirements during the summer may **be allowed to** participate in graduation exercises without receiving **his/her a** diploma. When the requirements have been satisfied, a diploma shall be sent to the student.

High school students who have passed **a high school equivalency test or** the California High School Proficiency Examination **or the General Educational Development Test** must also meet district graduation requirements in order to participate in graduation ceremonies.

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Invocations, prayers, or benedictions shall not be included in graduation ceremonies. The school or district shall not sponsor other ceremonies or programs for graduates that include prayer.

(cf. 1330 - Use of School Facilities)

(cf. 5145.2 - Freedom of Speech/Expression)

Honors and Awards

To honor superior academic achievement, graduation ceremonies shall include recognition of valedictorian(s) and salutatorian(s). Valedictorian(s) and salutatorian(s) shall be selected based on established criteria and procedures that use multiple measures of academic performance.

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

The Superintendent or designee shall identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduating students receiving other school and non-school awards.

(cf. 5126 - Awards for Achievement)

Conduct at Graduation Attire Ceremonies

~~Any student participating in a graduation ceremony shall comply with district policies and regulations pertaining to student conduct.~~

~~(cf. 5131 - Conduct)~~

The Superintendent or designee may require graduating students to wear ceremonial attire, such as cap and gown, at the ceremony.

~~(cf. 3260 - Fees and Charges)~~

~~However, any~~ **Any** graduating student who has completed basic training and is an active member of any branch of the United States Armed Forces may, at ~~his/her~~ **the student's** option, wear ~~his/her~~ **a** military dress uniform at the ceremony. (Education Code 35183.3)

Students shall be permitted to wear tribal regalia or recognized objects of religious or cultural significance as an adornment to the customary ceremonial attire, as long as the

adornment does not cause a substantial disruption of, or material interference with, the graduation ceremony. (Education Code 35183.1)

Students who desire to wear such adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.

Disciplinary Considerations

~~In order to encourage high standards of student conduct and behavior, the principal may deny a student the privilege of participating in graduation ceremonies and/or activities, in accordance with school rules. Prior to denial of the privilege, the student, and where practicable his/her parent/guardian, shall be made aware of the grounds for such denial and shall be given an opportunity to respond. If a privilege is to be denied, the student and parent/guardian shall receive written notice of the denied privilege and the means whereby he/she may appeal the decision. Students are expected to comply with district and school policies, regulations, and rules throughout the school session, including during graduation and related events. Students shall not be denied the privilege of participating in graduation ceremonies except as discipline in cases of serious misconduct. In no event shall a student be denied participation in graduation ceremonies unless the principal or designee has informed the student and the student's parents/guardians of the misconduct and has given them an opportunity to respond.~~

~~(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)~~

~~(cf. 5131 - Conduct)~~

~~(cf. 5144 - Discipline)~~

~~(cf. 6161.2 - Damaged or Lost Instructional Materials)~~

During the graduation ceremony, a student may be removed from the ceremony for conduct that is disruptive or that poses a risk to safety.

High school seniors shall be notified of this policy in advance, through the student handbook or other means, and shall be required to acknowledge receiving it.

Legal Reference:

EDUCATION CODE

35183.1 Graduation ceremonies; tribal regalia or recognized object of religious/cultural significance

35183.3 Graduation ceremonies; military dress uniforms

38119 Lease of personal property; caps and gowns

48904 Liability of parent or guardian; withholding of grades, diplomas, transcripts

51225.5 Honorary diplomas; foreign exchange students

51410-~~51412~~ **51413** Diplomas

COURT DECISIONS

Workman v. Greenwood Community School Corporation, (2010) Case No. 1:2010cv00293

Cole v. Oroville Union High School District, (2000, 9th Cir.) 228 F.3d 1092

Santa Fe Independent School District v. Doe, (2000) 530 U.S. 290

Lee v. Weisman, (1992) 505 U.S. 577

Sands v. Morongo Unified School District, (1991) 53 Cal. 3d 863

Lemon v. Kurtzman, (1971) 403 U.S. 602

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 17-01, July 28, 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, February 2003

WEB SITES

AASA The School Superintendents Association: <http://www.aasa.org>

Antidefamation League: <https://www.adl.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

U.S. Department of Education: <http://www.ed.gov>

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Exhibit

Students

E 5145.6(a)

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 222.5	BP 5146	Rights and options for pregnant and parenting students
Beginning of each school year	Education Code 234.7	BP 0410	Right to a free public education regardless of immigration status or religious beliefs
Beginning of each school year	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year	Education Code 44050	BP 4119.21 4219.21 4319.21	Code of conduct addressing employee interactions with students
Beginning of each school year	Education Code 46010.1	AR 5113	Absence for confidential medical services
Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	District policy authorizing transfer
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days and student-free staff development days

Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917	AR 5145.7	Copy of sexual harassment policy as related to students
Beginning of each school year	Education Code 48980, 32255-32255.6	AR 5145.8	Right to refrain from harmful or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361	BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	AR 5113 BP 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year	Education Code 49013; 5 CCR 4622	AR 1312.3	Uniform complaint procedures, available appeals, civil law remedies
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information
Beginning of each school year and at least one more time during school year using specified methods	Education Code 49428	None	How to access mental health services at school and/or in community
Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Eligibility and application process for free and reduced-price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6312; 34 CFR 200.48	BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress
Beginning of each school year	USDA SP-23-2017	AR 3551	District policy on meal payments

II. At Specific Times During the Student's Academic Career

Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
Upon a student's enrollment	Education Code 310	BP 6142.2 AR 6174	Information on the district's language acquisition programs
When child first enrolls in a public school, if school offers a fingerprinting program	Education Code 32390, 48980	AR 5142.1	Fingerprinting program
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	AR BP 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Upon a student's enrollment	Education Code 49063	AR 5125 AR 5125.3	Specified rights related to student records
When students enter grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year	Education Code 51938, 48980	AR 6142.1	Sexual health and HIV prevention education, right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education

			Code sections, right to excuse
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use
By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 313.2, 440; 20 USC 6312	AR 6174	Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program
When homeless or foster youth applies for enrollment in before/after school program	Education Code 8483	AR 5148.2	Right to priority enrollment; how to request priority enrollment
Before high school student attends specialized secondary program on a	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural

university campus

safety

At least 72 hours before use of pesticide product not included in annual list

Education Code
17612

AR 3514.2

Intended use of pesticide product

To members of athletic teams

Education Code
32221.5

AR 5143

Offer of insurance; no-cost and low-cost program options

Annually to parents/guardians of student athletes before they participate in competition

Education Code
33479.3

AR 6145.2

Information on sudden cardiac arrest

If school has lost its WASC accreditation status

Education Code
35178.4

BP 6190

Loss of status, potential consequences

When district has contracted for electronic products or services that disseminate advertising

Education Code
35182.5

BP 3312

Advertising will be used in the classroom or learning center

At least six months before implementing uniform policy

Education Code
35183

AR 5132

Dress code policy requiring schoolwide uniform

Before implementing a year-round schedule

Education Code
37616

BP 6117

Public hearing on year-round schedule

When interdistrict transfer is requested and not approved or denied within 30 days

Education Code
46601

AR 5117

Appeal process

Before early entry to kindergarten, if offered

Education Code
48000

AR 5111

Effects, advantages and disadvantages of early entry

When student identified as being at risk of retention

Education Code
48070.5

AR 5123

Student at risk of retention

When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education Code
48213

AR 5112.2
BP 5141.33

Student has been excluded from school

Before already admitted student is excluded for lack of immunization

Education Code
48216; 17 CCR
6040

AR 5141.31

Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When a student is classified as truant

Education Code
48260.5, 48262

AR 5113.1

Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When a truant is referred to a SARB or probation department

Education Code
48263

AR 5113.1

Name and address of SARB or probation department and reason for referral

When a school is identified on the state's Open Enrollment List

Education Code
48354; 5 CCR

AR 5118

Student's option to transfer to another school

	4702		
Within 60 days of receiving application for transfer out of open enrollment school	Education Code 48357; 5 CCR 4702	AR 5118	Whether student's transfer application is accepted or rejected; reasons for rejection
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school
To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse
At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures

At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school	Education Code 48929, 48980	BP 5116.2	Right to request a meeting with principal or designee
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians request guidelines for filing complaint of child abuse at a school site	Education Code 48987	AR 5141.4	Guidelines for filing complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content
When parent/guardian's challenge of student record is denied and parent/guardian appeals	Education Code 49070	AR 5125.3	If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening

When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Within 10 days of negative balance in meal account	Education Code 49557.5	AR 3551	Negative balance in meal account; encouragement to apply for free or reduced-price meals
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
Within 30 days of foster youth, homeless youth, former juvenile court school student, or child of military family, or migrant student being transferred between high schools after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12	Education Code 51225.1	BP 6146.1 AR 6173 AR 6173.1 AR 6173.3 AR 6175	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV prevention or sexual health by guest speaker or outside consultant
Prior to administering survey regarding health risks and behaviors to students in 7-12	Education Code 51938	AR 5022	Notice that the survey will be administered
Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to enter facility
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures
When testing by community water system finds presence of lead exceeding specified level	Health and Safety Code 116277	AR 3514	Elevated lead level at school

When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught	20 USC 6312	AR 4112.2	Timely notice to parent/guardian of child's assignment
For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318	AR 6020	Notice of policy
When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Need to submit verification information; any subsequent change in benefits; appeals
When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal
When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
When district receives federal funding assistance	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy,

for nutrition program

complaint procedures

IV. Special Education Notices

Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR 300.502, 300.503	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards

When to Notify

Education or Other Legal Code

Board Policy/ Administrative Regulation #

Subject

V. Classroom Notices

In each classroom in each
school

Education Code
8235.5, 35186

AR 1312.4
E 1312.4

Complaints re: sufficiency of
instructional materials, teacher
vacancy or misassignment,
maintenance of facilities
**subject to Williams uniform
complaint procedures**

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Board Bylaw

Board Bylaws

BB 9323.2(a)

ACTIONS BY THE BOARD

Note: Pursuant to Education Code 35164, a majority vote of all members of the Governing Board is necessary for an item to carry, even in those cases where some members are absent. Thus, for districts with a five-member board, an item will pass with three votes, even if only three members are present or there is a vacancy. Education Code 35165 details the effect of a vacancy in districts with a seven-member board. For language regarding vote requirements when a board member abstains, see BB 9323 - Meeting Conduct.

The law specifies certain board actions as requiring more than a majority vote; see E(1) 9323.2 for a ~~specific~~ list of such actions.

The Governing Board shall act by a majority vote of all of the membership constituting the Board, unless otherwise required by law. (Education Code 35164)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9012 - Board Member Electronic Communications)

(cf. 9200 - Limits of Board Member Authority)

An "action" by the Board means: (Government Code 54952.6)

1. A collective decision by a majority of the Board members
2. A collective commitment or promise by a majority of the Board members to make a positive or negative decision
3. A vote by a majority of the Board members when sitting as the Board upon a motion, proposal, resolution, order, or ordinance

The Board shall not take action by secret ballot, whether preliminary or final. (Government Code 54953)

Actions taken by the Board in open session shall be recorded in the Board minutes. (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

After publicly identifying the item, the Board may take action on a subject not appearing on the posted meeting agenda under any of the following conditions: (Government Code 54954.2)

1. When a majority of the Board determines that an emergency situation exists, as defined for emergency meetings pursuant to Government Code 54956.5

2. When two-thirds of the members present, or if less than two-thirds of the members are present then by a unanimous vote of all members present, determine that the need to take immediate action came to the district's attention after the agenda was posted
3. When an item appeared on the agenda of, and was continued from, a meeting that occurred not more than five days earlier

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Challenging Board Actions

The district attorney's office or any interested person may file an action in court **to for the purpose of: (Government Code 54960, 54960.2)**

1. **Stopping** or preventing **ing** the Board's violation or **threats of threatened** violations of the Brown Act;
2. **to determine** the applicability of the Brown Act to ongoing or future threatened Board actions;
3. **In addition, the district attorney's office or any interested party may file an action in court to determine Determining** the applicability of the Brown Act to **any a** past Board action **of the Board that is** not specified in Government Code 54960.1, **under the following conditions provided that:**
 - a. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.
 - b. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.
 - c. **The action is brought within the time required by Government Code 54960.2.**
4. **to determine** the validity, under **California state** or federal law, of any Board rule or action **to which penalizes** any of its members or otherwise discourages **their member's** expression, or
5. **to Compelling** the Board to audio record its closed sessions because of **a court's finding of the Board's its** violation of any applicable Government Code provision: **(Government Code 54960)**

The district attorney or any interested person may **present a demand that the Board cure and correct a Board action which he/she alleges is file an action in court to nullify a Board action which is alleged to be** in violation of law regarding any of the following: (Government Code 54960.1)

1. Open meeting and teleconferencing (Government Code 54953)
2. Agenda posting (Government Code 54954.2)
3. Closed session item descriptions (Government Code 54954.5)
4. New or increased tax assessments (Government Code 54954.6)
5. Special meetings (Government Code 54956)
6. Emergency meetings (Government Code 54956.5)

Prior to bringing any action to nullify a Board action, the district attorney or other interested person shall present a ~~Any~~ demand to "cure and correct" ~~an~~ **the** alleged violation. **The demand** shall clearly describe the challenged action and the nature of the alleged violation and shall be presented to the Board in writing within 90 days of the date when the action was taken. If the alleged violation concerns action taken in an open session but in violation of Government Code 54954.2 (agenda posting), the written demand must be made within 30 days of the date when the alleged action took place. (Government Code 54960.1)

Within 30 days of receiving the demand, the Board shall do one of the following: (Government Code 54960.1)

1. Cure or correct the challenged action and inform the demanding party in writing of its actions to cure or correct.
2. Determine not to cure or correct the alleged violation and inform the demanding party in writing of its decision to not cure or correct.
3. Take no action. If the Board takes no action within the 30-day ~~review~~ period, its inaction shall be considered a decision not to cure or correct the **challenged** action.

~~In addition, the district attorney's office or any interested party may file an action in court to determine the applicability of the Brown Act to any past Board action not specified in Government Code 54960.1, if the following conditions are met: (Government Code 54960.2)~~

- ~~1. Within nine months of the alleged violation, a cease and desist letter is submitted to the Board, clearly describing the past Board action and the nature of the alleged violation.~~
- ~~2. The time for the Board to respond has expired and the Board has not provided an unconditional commitment to cease and desist from and not repeat the past action alleged to have violated the Brown Act.~~

Legal Reference:

EDUCATION CODE

15266 School construction bonds

17466 Declaration of intent to sell or lease real property

17481 Lease of property with residence for nondistrict purposes
 17510-17511 17512 Leasing for production of gas, rResolution requiring unanimous vote of all
 members constituting board
 17546 Private sale of personal property
 17556-17561 Dedication of real property
 35140-35149 Meetings
 35160-35178.4 Powers and duties
 48660-48661 Community day schools, establishment and restrictions
CODE OF CIVIL PROCEDURE
 425.16 Special motion to strike in connection with a public issue
 1245.240 Eminent domain vote requirements
 1245.245 Eminent domain, resolution adopting different use
GOVERNMENT CODE
 53090-53097.5 Regulation of local agencies by counties and cities
 53724 Parcel tax resolution requirements
 53790-53792 Exceeding the budget
 53820-53833 Temporary borrowing
 53850-53858 Temporary borrowing
 54950-54963 The Ralph M. Brown Act, especially:
 54952.6 Action taken, definition
 54953 Meetings to be open and public; attendance; prohibition against secret ballots
 54960-54960.5 Actions to prevent violations
 65352.2 Coordination with planning agency
PUBLIC CONTRACT CODE
 3400 Bid specifications
 20111 Contracts over \$50,000; contracts for construction; award to lowest responsible bidder
 20113 Emergencies, award of contracts without bids
 20114 Repairs, maintenance, and improvements to district facilities by day labor or force account
 22034 Uniform Public Construction Cost Accounting Act informal bidding ordinance
 22035 Repair or replacement of facilities in case of emergency
 22050 Emergency contracting procedures
COURT DECISIONS
Los Angeles Times Communications LLC v. Los Angeles County Board of Supervisors (2003) 112
 Cal.App.4th 1313
McKee v. Orange Unified School District (2003) 110 Cal.App.4th 1310
Bell v. Vista Unified School District (2002) 82 Cal.App.4th 672
Boyle v. City of Redondo Beach (1999) 70 Cal.App.4th 1109

Management Resources:

CSBA PUBLICATIONS
The Brown Act: School Boards and Open Meeting Laws, 2014
ATTORNEY GENERAL PUBLICATIONS
The Brown Act: Open Meetings for Local Legislative Bodies, 2003
LEAGUE OF CALIFORNIA CITIES PUBLICATIONS
Open and Public IV: A Guide to the Ralph M. Brown Act 2nd Edition, rev. July 2010 2007
WEB SITES
 CSBA: <http://www.csba.org>
 California Attorney General's Office: <http://www.oag.ca.gov>
 Institute of for Local Government: <http://www.ca-ilg.org>
 Office of the Attorney General: <http://www.oag.ca.gov>

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Exhibit

Board Bylaws

E(1) 9323.2(a)

ACTIONS BY THE BOARD

ACTIONS REQUIRING A SUPER MAJORITY VOTE

Actions Requiring a Two-Thirds Vote of the Board:

Note: For an action requiring a two-thirds vote to pass, a three-member board will need two board members to vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need five board members to vote in favor of the item.

1. Resolution declaring **the Governing Board's** intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring **the Board's** intent ~~of Governing Board~~ to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)

3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)

4. Lease, for up to three months, of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)

5. Request for temporary borrowing ~~pursuant to Government Code 53820 53833, of~~ **funds needed for immediate requirements of the district** to pay district obligations incurred before the receipt of district income for the fiscal year sufficient to meet the payment(s) (Government Code 53821)

6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, action to render city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

(cf. 7150 - Site Selection and Development)

(cf. 7160 - Charter School Facilities)

7. When the district is organized to serve only grades K-8, **action and seeks** to establish a community day school for any of grades K-8 (Education Code 48660)

(cf. 6185 - Community Day School)

8. When the district **is organized to serve only grades K-8**, has an average daily attendance (ADA) of 2,500 or less, **or desires to operate a community day school to serve any of grades K-6 (and no higher grades)** and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

~~9. When the district is organized to serve only grades K-8 and seeks to situate a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)~~

~~10. When the district desires to operate a community day school to serve any of grades K-6 (and no higher grades) on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)~~

- 11.9.** Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

- 12.10.** Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

- 13.11.** Resolution to place a parcel tax on the ballot (Government Code 53724)

- 14.12.** Resolution of necessity to proceed with an eminent domain action and, if the Board subsequently desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)
2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

Actions Requiring a Four-Fifths Vote of the Board:

Note: For an action requiring a four-fifths vote to pass, a three-member board will need a unanimous vote in favor of the item, a five-member board will need four board members to vote in favor of the item, and a seven-member board will need six board members to vote in favor of the item.

1. Expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

2. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)
3. Resolution for district borrowing, between July 15 and August 30 of any fiscal year, of up to 25 percent of the estimated income and revenue to be received by the district during that fiscal year from apportionments based on ADA for the preceding school year (Government Code 53823-53824)
4. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

5. **When the district has a five-member or seven-member Board, action to respond to an emergency facilities condition without giving notice for bids to let contracts, including the repair or replacement of district facilities, the taking of any other action that is directly related to and immediately required by that emergency, the procurement of the necessary equipment, services, and supplies for those purposes, the delegation of authority to the Superintendent or designee to take such action, and the determination during a regular Board meeting of the need to continue the action (Public Contract Code 22035, 22050)**

- 5.6.** Resolution to award a contract for a public works project at \$~~187,500~~ **212,500** or less to the lowest responsible bidder, when the district is using the informal process authorized under the Uniform Public Construction Cost Accounting Act for projects of \$~~175,000~~ **200,000** or less, all bids received are in excess of \$~~175,000~~ **200,000**, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a ~~community~~ lease **of district property** for extraction **and taking** of gas **not associated with oil** (Education Code 17510-17511)
2. **Authorization of the use of day labor or force account, or w**Waiver of the competitive bid process pursuant to Public Contract Code 20111, when the Board determines that an emergency exists **requiring the repair, alteration, work, or improvement to any facility to permit the continuance of existing classes or to avoid danger to life or property,** and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Action Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property ~~in the local dump~~ or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

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Exhibit

Board Bylaws

E(2) 9323.2

ACTIONS BY THE BOARD

UNCONDITIONAL COMMITMENT LETTER

To: (Name of district attorney or any interested person)

The Governing Board of (name of school district) has received your cease and desist letter dated (date) alleging that the following ~~described~~ past action taken by the Board violates the Ralph M. Brown Act: *(Describe alleged past action as set forth in the cease and desist letter.)*

In order to avoid unnecessary litigation and without admitting any violation of the Ralph M. Brown Act, the Board hereby unconditionally commits that it will cease, desist from, and not repeat the challenged past action described above. The Board may rescind this commitment only by a majority vote of its membership taken in open session at a regular meeting and noticed on its posted agenda as "Rescission of Brown Act Commitment." You will be provided with written notice, sent by any means or media you provide in response to this message, to whatever address(es) you specify, of any intention to consider rescinding this

commitment at least 30 days before any such regular meeting. In the event that this commitment is rescinded, a notice will be delivered to you by the same means as this commitment, or by mail to an address that you have designated in writing, and you will have the right to commence legal action pursuant to Government Code 54960(a).

Sincerely,

(Name)

(Title of Board President or other designee)

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CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Conference Room by Michael Phenicie, who established a quorum was present. Attending were Chris Mcallister, Kelli Griffith-Garcia and Kathie Whitesell. Superintendent Dwayne Newman, members of Administration and various staff members were also present.
PLEDGE OF ALLEGIANCE	Chloe Ferraiuolo led the pledge of allegiance.
ORDERING OF AGENDA	Agenda item G.3. (Discussion – Funding for Electronic Marquee at Burchfield Primary School and Egling Middle School) was moved and occurred after the pledge of allegiance.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No information presented.
RECOGNITION & CELEBRATIONS	Jody Johnston recognized the sixth grade teachers and Erika Lemenager for their efforts in providing a great experience to the sixth grade students of Egling Middle School. With the recent shutdown of Shady Creek (due to Norovirus), the staff at EMS has swiftly created an experience for kids that is sure to be both educational and fun. The current sixth grade students will be able to attend as 7 th graders in the Fall.
STUDENT REPORT	Chloe Ferraiuolo presented on various club activities, extra-curricular events, and student accomplishments.
PRESIDENT'S REPORT	<p>Colusa Redhawk Athletic Foundation – Kathie Whitesell stated that the 12th Annual Golf Tournament will take place on Friday, March 29, 2019. The next meeting will take place on March 25, 2019.</p> <p>Friends of Music – Mr. Phenicie reported on various festivals. Colusa Unified students did very well all around. The music department will be holding a Pancake Breakfast fundraiser on April 7, 2019 at Egling Middle School.</p> <p>Friends of Agriculture – Kelli Griffith-Garcia reported that students are preparing for fair.</p> <p>Special Education Local Plan Area – No SELPA meeting occurred. Mr. Newman stated that further conversations regarding the SELPA budget will be occurring.</p> <p>District English Language Advisory Committee – Chris Mcallister attended the February 27, 2019 meeting. Mr. Mcallister stated that there was discussion regarding the Local Control Accountability Plan Priority List during the meeting.</p> <p>Future Business Leaders of America – No information presented.</p> <p>Monthly Activities Report Kathie Whitesell attended a staff meeting at Burchfield Primary and also visited the front office at Egling Middle School.</p> <p>Chris Mcallister attended a few Junior Varsity Softball games.</p> <p>Michael Phenicie met with Scott Lantsberger to discuss the district's budget.</p>

Kelli Griffith-Garcia attended a girls Varsity Softball game.

SUPERINTENDENT REPORT

Continue Discussion of Local Control Accountability Plan – Mr. Newman reviewed the Local Control Accountability Plan Priority Spreadsheet and asked the board to prioritize the items on the list. Further discussion will occur at a future meeting.

CHIEF BUSINESS OFFICIAL REPORT

Scott Lantsberger presented information on the Second Interim Report 2018-19.

ACTION ITEM #181995

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve the 2nd Interim Budget Report 2018-19.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #181996

Motion was made by Kathie Whitesell, seconded by Chris Mcallister to approve the Education Protection Account 2018-19.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

DISCUSSION ITEM ONLY

Funding for Electronic Marquees at Egling Middle School and Burchfield Primary School – Maribel Hughes and Karen Garofalo asked the Board for funding to purchase new marquees at Egling Middle School and Burchfield Primary. Parent Club had raised some funds, but they would like to keep those funds for other uses. Mr. Lay will be brining two additional quotes to the board for further review at a future board meeting.

DISCUSSION ITEM ONLY

Possible Funding Mechanism for District Facility Needs – Mr. Newman reminded the board about the various facility needs of the district and asked that they consider the possibility of pursuing a short term loan to fund those needs, and using the modernization reimbursement funds to repay the loans. Further discussion will occur after more information about possible loans is gathered.

NO ACTION TAKEN

Agenda item G.5. – Approval of Category 2 E-Rate Funding Contract. This item was tabled and will be brought back to a future meeting.

ACTION ITEM #181997

Motion was by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 3312 – Contracts.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye

Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #181998

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 0420 & AR 0420 – School Plans.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #181999

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 0450 & AR 0450 – Comprehensive Safety Plan.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819100

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 0460 & AR 0460 – Local Control Accountability Plan

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819101

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 1220 – Citizen Advisory Committees.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819102

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 3311.1 – Uniform Public Construction Cost Accounting.

Ortiz – Absent
Griffith-Garcia – Aye

Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819103

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 1220 – Citizen Advisory Committees.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819104

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 3543 – Transportation Safety and Emergencies.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819105

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 4200 – Classified Personnel.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819106

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 5113 – Absences and Excuses.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819107

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 5131.41 – Use of Seclusion and Restraint.

Ortiz – Absent
Griffith-Garcia – Aye
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819108

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 5141.52 & AR 5141.52 – Suicide Prevention.

Ortiz – Absent
Griffith-Garcia – Aye
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819109

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 5144 & AR 5144 – Discipline.

Ortiz – Absent
Griffith-Garcia – Aye
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819110

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 5146 – Married/Pregnant/Parenting Students.

Ortiz – Absent
Griffith-Garcia – Aye
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819111

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 6146.1 – High School Graduation Requirements.

Ortiz – Absent
Griffith-Garcia – Aye
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819112 Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 6173.2 – Education of Children of Military Families.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819113 Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BP 6175 & AR 6175 – Migrant Education Program.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM # 1819114 Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of AR 6183 – Home and Hospital Instruction.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819115 Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BB 9322 – Agenda/Meeting Materials.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819116 Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve and adopt the second reading of BB 9324 – Minutes & Recordings.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819117

Motion was made by Kelli Griffith-Garcia, seconded by Chris Mcallister to approve the consent agenda as follows:

1. February 4, 2019 Special Board Meeting Minutes
2. February 11, 2019 Regular Board Meeting Minutes
3. Personnel Assignment Order
4. Accounts Payable and Payroll Warrants Register from 1/1/19 – 2/28/19
5. Purchase Orders Issued from 1/1/19 – 2/28/19
6. 2018-19 Shady Creek Outdoor School Program Agreement
7. 2019-20 Tenure Recommendations
8. Injury & Illness Prevention Program Plan

Ortiz – Absent

Griffith-Garcia – Aye

Mcallister - Aye

Phenicie – Aye

Whitesell –Aye

(4 Ayes, 1 Absent)

HEARING OF THE PUBLIC FOR ITEMS ON
CLOSED SESSION AGENDA

None.

The board adjourned to closed session at 6:45 PM to discuss the following item:

1. Negotiations Pursuant to Government Code 54957.6

Agency Designated Representatives: Dwayne Newman, Superintendent

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

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

2. Personnel Matters Pursuant to Government Code 54957

Administration Representatives: Dwayne Newman, Superintendent

a. Consider Approval of 2019-20 Job Share Requests for Certificated Staff.

3. Student Matters Pursuant to Government Code 48918

Administrative Representatives: Dwayne Newman, Superintendent

a. Consider Approval of Expulsion Recommendation for EH #2018-19.04

b. Consider Approval of Expulsion Recommendation for EH #2018-19.05

4. Discussion of 2018-19 Golden Apple Recipient

The board reconvened from closed session at 6:50 PM.

ACTION ITEM #1819118

Motion was made by Kathie Whitesell, seconded by Chris Mcallister to approve the 2019-20 Job Share Request for Certificated Staff.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819119

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve Expulsion Recommendation for EH# 2018-19.04.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819120

Motion was made by Kelli Griffith-Garcia, seconded by Chris Mcallister to approve Expulsion Recommendation for EH# 2018-19.05.

Ortiz – Absent
Griffith-Garcia – Aye
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

NO ACTION TAKEN

Agenda item J.4. - Discussion regarding the Golden Apple Recipient. No formal action was taken. This was a discussion item only.

ADJOURNMENT

The meeting adjourned at 8:05 PM.

**Respectfully submitted by Zeba Hone,
Executive Administrative Assistant**

APPROVED BY:

CALL TO ORDER	The meeting was called to order at 4:00 p.m. in the District Office Conference Room by Melissa Yerxa Ortiz who established a quorum was present. Attending were Chris Mcallister, Michael Phenicie, and Kathie Whitesell. Superintendent Dwayne Newman, members of Administration and various staff members were also present.
PLEDGE OF ALLEGIANCE	Rebecca Changus led the pledge of allegiance.
ORDERING OF AGENDA STUDENT REPORT	The student report occurred prior to the celebration of teachers. Chloe Ferriauolo presented information on academics, testing schedules, and upcoming sporting events.
RECOGNITION AND TENURE CELEBRATIONS	A brief celebration occurred to recognize the following teachers who have earned tenure at Colusa Unified: Catherine Fredrickson, Patricia Farrell, Jennifer Porter, Kimberly Turner, Megan Zwald, Jean Summerville, and Nikole Burg.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No information presented.
NO FORMAL ACTION	Agenda item H.1. – Funding of Electronic Marquees at Burchfield Primary and Egling Middle School. No action was taken on this item. Superintendent Newman will be meeting with city officials to continue conversations regarding traffic safety. In addition, further budget discussions will need to occur prior to allocation funds for marquees at both sites.
ACTION ITEM #1819122	Motion was made by Kathie Whitesell, seconded by Michael Phenicie to approve the Out of State Travel to Hawaii for Colusa High School Girls Volleyball. Ortiz – Aye Griffith-Garcia – Absent Mcallister - Aye Phenicie – Aye Whitesell –Aye (4 Ayes, 1 Absent)
PRESIDENT’S REPORT	Colusa Redhawk Athletic Foundation – Kathie Whitesell reported out on the recent golf tournament. The event was well attended and funds were raised. Friends of Music – Michael Phenicie stated that the Friends of Music is ready to file for their 501 (c)(3). Music Week will not occur this year due to various scheduling conflicts. Friends of Agriculture – No information provided. Special Education Local Plan Area – Superintendent Newman attended a SELPA Executive meeting to discuss the increase in students with severe needs. Colusa’s share of SELPA costs will be increasing by approximately \$75,000. Further discussion will occur at future meetings. District English Language Advisory Committee – Chris Mcallister stated that the DELAC participated in a Local Control Accountability Plan prioritization activity at the last meeting.

Future Business Leaders of America – Melissa Ortiz worked with students at Colusa High School on the StrengthsFinder Assessment.

Monthly Activities Report

Kathie Whitesell attended various sporting events, the Super 7 Dinner, and was also a judge for the FFA projects.

Michael Phenicie attended the recent drama productions, a Masters in Governance training put on by the California School Board Association, the Super 7 Dinner, and has also been working with kids to prepare for the upcoming State Solo Festival. In addition, Mr. Phenicie attended the pancake breakfast fundraiser and the County Music Festival.

Chris Mcallister attended a softball game and the awards ceremony at Burchfield Primary School. He was pleased at the turnout.

Melissa Ortiz participated in the recent golf tournament and attended the Super 7 Dinner.

Dwayne Newman recently substituted for John Wirt at Colusa High School.

SUPERINTENDENT & CHIEF BUSINESS
OFFICIAL REPORT

Local Control Accountability Plan (LCAP) Action Items Update – Superintendent Newman reviewed the LCAP Action Items for the 2019-20 school year. Expenditures already included in the LCAP as well as future allocations were also reviewed. Discussion regarding the technology needs for the district occurred as a recent discovery of Google's planned obsolescence was brought to the Board's attention by Superintendent Newman.

Potential Budget Impacts of Improvement Proposals - Scott Lantsberger provided information on the Revenue over Expense Estimate for Growth Funding. A review of unrestricted, restricted, and one-time funds occurred. Proposed allocations for salary enhancements were also reviewed. Planned deficit spending will occur during the 2019-20 school year. These funds will come out of the district's reserve and go towards one-time costs such as curriculum and technology.

Discussion of Budgetary Information Relating to Modernization Funds - Mr. Lantsberger provided information to the board on how Developer Fees can be used. The district is able to utilize those funds for new construction, modernization, and rehabilitation. Additional information will be brought to the board at a future meeting.

DISCUSSION ITEM ONLY

Employee Engagement Survey Results – Melissa Ortiz reviewed the results of the Employee Engagement Survey. She was pleased at the number of employees who participated and their level of engagement in the process. Site level administrators shared information on how they have utilized the data from the survey to engage their staff.

DISCUSSION ITEM ONLY

Parent Survey Results – A brief discussion regarding the parent surveys occurred. Raw survey results will be shared with the board.

DISCUSSION ITEM ONLY

History Social Science Curriculum Adoption – No formal action occurred. This item will be brought back for discussion in May and action in June.

ACTION ITEM #1819123

Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve the Letter of Support for California State Teachers' Retirement System Unfunded Liability Proposal

Ortiz – Aye
Griffith-Garcia – Absent
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819124

Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve the First Reading of Board Policies and Administrative Regulations as listed on the agenda.

Ortiz – Aye
Griffith-Garcia – Absent
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819125

Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve the consent agenda as follows:

1. March 18, 21019 Board Meeting Minutes
2. Personnel Assignment Order
3. Surplus – Technology Department
4. Surplus – Maintenance, Operations, and Transportation Department
5. Colusa County Office of Education Letter of Agreement for Tobacco Use Prevention Education
6. California Department of Education Request for Allowance of Attendance on November 16-20, 2018
7. Independent Consulting Agreement with ARC
8. Revised 2018-19 School Calendar (Correction to Graduation Dates)
9. Revised 2019-20 School Calendar (Correction to Graduation Dates)
10. Williams Uniform Complaint Procedures

Ortiz – Aye
Griffith-Garcia – Absent
McAllister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

HEARING OF THE PUBLIC FOR ITEMS ON
CLOSED SESSION AGENDA

None.

The board adjourned to closed session at 6:45 PM to discuss the following item:

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

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

a. Negotiations Update

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

2. Personnel Matters Pursuant to Government Code 54957

Administration Representatives: Dwayne Newman, Superintendent

a. Recommendation of Probationary Employee Non-Reelection in Accordance with
Te§44929.21 and §44954.

3. In Accordance with Government Code Section 54956.9 (b)(3)(c) , the Board of Trustees will meet in closed session regarding receipt of a claim pursuant to the Tort Claims Act. The claim is available for public inspection pursuant to Government Code Section 54957.5.

The board reconvened from closed session at 6:50 PM.

NO FORMAL ACTION

Agenda item N.2.a. – Recommendation of Probationary Employee Non-Reelection in Accordance with §44929.21 and §44954. No formal action was taken for this agenda item.

ACTION ITEM #1819126

Motion was made by Kathie Whitesell, seconded by Michael Phenicie to reject the claim against Colusa Unified School District pursuant to the Tort Claims Act.

Ortiz – Aye
Griffith-Garcia – Absent
Mcallister - Aye
Phenicie – Aye
Whitesell –Aye

(4 Ayes, 1 Absent)

ADJOURNMENT

The meeting adjourned at 8:15 PM.

**Respectfully submitted by Zeba Hone,
Executive Administrative Assistant**

APPROVED BY:

CALL TO ORDER

The meeting was called to order at 7:15 a.m. in the District Office Conference Room by Melissa Yerxa Ortiz, who established a quorum was present. Attending were Chris Mcallister, Michael Phenicie, Kelli Griffith-Garcia, and Kathie Whitesell. Superintendent Newman, Rebecca Changus, Nikole Burg, and students from Colusa High School's Future Business Leaders of America were also present.

PLEDGE OF ALLEGIANCE

Nikole Burg led the pledge of allegiance.

HEARING OF THE PUBLIC FOR ITEMS ON
THE AGENDA

No information presented.

ACTION ITEM #1819127

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve the out of state travel to San Antonio, TX for the 2019 National Leadership Conference with funding assistance not to exceed \$10,000.

ADJOURNMENT

The meeting adjourned at 7:27 AM

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:



Personnel Assignment Order
Consent Agenda
May 20, 2019

Employment – Resignations – Retirement – Leaves – Transfers – Terminations

CERTIFICATED

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<i>Employment Appointments</i>				
Jennifer Hardwick	BPS Music Coordinator		\$876.00	04/01/2019
Mitchell Nail	Summer School ELA 9-12 Teacher		\$44.69/hr	06/01/2019
Jennifer Corriea	Summer School Independent Study		\$44.69/hr	06/01/2019
Eric Lay	Summer School Independent Study		\$44.69/hr	06/01/2019
Megan Zwald	Summer School Jump Start Math		\$44.69/hr	06/01/2019
Becka Robertson	Summer School Jump Start ELA		\$44.69/hr	06/01/2019

Resignations

Transfers/Reassignment

Leaves- Medical

Kaylee Cano	5 th GradeTeacher		\$52,067	06/01/2019
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CLASSIFIED

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<i>Employment Appointments</i>				
Jim Saso	JV Asst. Football Coach		\$2,171.00	04/16/2019

Resignations

Margret Elguez	EMS ASES Paraeducator		\$2,171.00	05/31/2019
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Transfers/Reassignment

Position Increase

Leaves- Medical

Michelle Collins	BPS – Paraeducator		\$15.85/hr	04/19/2019
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INTERQUEST DETECTION CANINES®

of North Valley Counties
Interquest Detection Canines®
Of North Valley Counties
(INTERQUEST)

3690 Keefer Road
Chico, CA 95973
Office (530) 889-3197
Fax (530) 899-3197

Colusa Unified School District
(the District)

This shall serve as an agreement by and between Interquest Detection Canines® of North Valley Counties and the DISTRICT for substance awareness and detection services for the period of August 2019 through June 2020.

It is understood that the DISTRICT has established and communicated a policy clearly defining contraband as all drugs of abuse (in the broadest terms), alcoholic beverages, firearms and ammunition, prescription and over-the-counter medication, and that this policy has been disseminated to all campus locations. Violations are considered inimical to the welfare of students and contrary to the DISTRICT'S desire to foster an atmosphere conducive to safety and education.


INTERQUEST shall provide contraband inspection services utilizing non-aggressive contraband detection canines. Such inspections may be conducted on an unannounced basis under the auspices and direction of the DISTRICT administration with INTERQUEST acting as an agent of the DISTRICT while conducting such inspections. Communal areas, lockers, gym areas, parking lots (automobiles), grounds, and other select areas as directed by DISTRICT officials, shall be subject to inspection. Contraband detected on DISTRICT property is the responsibility of the DISTRICT. Suspected drugs of abuse may be field-tested to provide preliminary or presumptive identification of the drug.

INTERQUEST agrees to provide 12 ** visits for the contract period. The DISTRICT may increase the total number of visits by notifying INTERQUEST in writing. Each visit will be \$ 355/ visit. Multiple canine teams will be charged on a per team basis. DA required court testimony on behalf of the DISTRICT will be charged at the same rate. INTERQUEST will invoice for service on a monthly basis at the conclusion of the service month. The DISTRICT agrees to pay for services within thirty (30) days of receipt of such invoice.

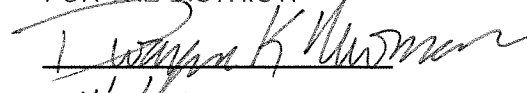
INTERQUEST will schedule DISTRICT visits in conjunction with days designated by the DISTRICT as appropriate for visits. The District will provide a school calendar with inappropriate dates for service noted. This calendar will serve as an addendum to the Agreement. All other dates will be considered acceptable for visits. DISTRICT will be responsible for payment for any visit made on any day other than those days noted as unacceptable on the attached school calendar.

INTERQUEST is licensed and registered by the U.S. Department of Justice, Drug Enforcement Administration, and regulatory commissions as required.

INTERQUEST DETECTION CANINES®
OF NORTH VALLEY COUNTIES


Terry Bogue
President, General Partner

FOR THE DISTRICT:


DATE: 4/11/19

Please return one (1) copy of this Agreement and your District calendar in the enclosed envelope. Retain the other copy for school files.

**The 12 visits will be provided during the school year. 6 visits to Egling Middle School, and 6 visits to Colusa High School (1 visit will be to HS Summer School)

"the recognized leader in detection canines nationwide"

e-mail: interquestnvc@aol.com

website: www.interquestk9.com

Approve the Migrant Education Plan MOU with the Butte County Office of Education (Business Services).

Recommended Motion:

The Administration requests the Board of Education approve the Migrant Education Plan MOU with the Butte County Office of Education for academic year 2019.2020.

Rationale:

Annually, the Colusa Unified School District qualifies for funding that is provided by the California Department of Education and targeting the needs of the State's migrant population. This year, the District qualified for \$16,875 and, as in years past, was required to submit a comprehensive plan to spend the allocation. The attached plan shows that the District plans to spend it's allocation on a summer school program as well as during the regular school year in support of the District's CAFE efforts. The plan, in total, is estimated to spend 16,869.

Financial Impact:

There is no additional financial impact associated with this agenda item. The additional funds augment the District's existing summer school program and DELAC activities.

Migrant Education Plan

Colusa USD MEP 2019-20

July 1, 2019 - June 30, 2020

Section 1: General Information

Short Description:	Colusa USD MEP 2019-20	Who is the subgrantee contact?	
Subgrantee Type:	District with a MOU	Name:	Scott Lantsberger
Region:	2 - Butte County Office of Education	Title:	Chief Business Official
County:	Colusa	Phone:	(530) 458-7791 ext: 4002
District:	Colusa Unified	Fax:	(530) 458-4030
Performance Period Allocation (85%):	\$ 16,869	Email:	slantsberger@cusd.k12.ca.us
Carryover:	\$ 0		
Student Leadership:	\$ 0		
School Readiness Amount:	\$ 0		
Family Biliteracy Grant Extension:	\$ 0		
Speech and Debate:	\$ 0		
Regional Parent Conference:	\$ 0		
Other:	\$ 0		
Total Amount Allocated:	\$ 16,869		

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Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Colusa Unified	MOU	\$16,869	74	11	85
		0-2yrs	0	3	3
		3-5yrs	0	8	8
		K	4	0	4
		1	7	0	7
		2	6	0	6
		3	3	0	3
		4	4	0	4
		5	7	0	7
		6	7	0	7
		7	4	0	4
		8	6	0	6
		9	5	0	5
		10	6	0	6
		11	5	0	5
		12	5	0	5
		Out of School Youth	5	0	5
		Ungraded	0	0	0
		Parent/Guardian	0	0	0

Section 5: Regular School Year

1. Migrant Parents to attend CA Bilingual Education Conference

Provide an overview description of your service/allowable activity.

The strategy will be to invite five migrant parents to attend the CABE conference in 2019. The district will provide a bilingual staff member to travel with the parents. Prior to attending the conference, the district will provide a quick overview of the CABE conference to the migrant parents that will be participating. Through this MOU, migrant parents will be transported to the conference, provided with meals, and the registration fee costs.

Parents attending the conference will be asked to share their experiences and learning at a PAC meeting, ELAC/DELAC meetings, at a Board of Education meeting, and possibly at community meetings (Plaza Comunitaria Valentina).

When is this service/allowable activity offered?

Regular Year

What type of service/allowable activity is this?

Support Service

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☐ SSDP Focus Area: English Language Arts
- ☐ SSDP Focus Area: Mathematics
- ☐ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☒ SSDP Focus Area: Parent and Family Engagement
- ☐ SSDP Focus Area: Student Engagement
- ☐ Other

When will the service/allowable activity be provided?

- ☒ After School
- ☒ Before School
- ☒ Saturday
- ☐ Other:

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☐ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Birchfield Primary School Egling Middle School

What is the need for this service/allowable activity based on the data?

Colusa Unified is committed to encouraging all district parents to actively participate in their children's education. Migrant parents who are frequently unfamiliar with both the public education system, and the latest research on how to improve learning for migrant and English language learning students. Additionally, parents often face challenges securing transportation, and affording hotels and conference fees to attend trainings related to these issues. Many of our migrant parents lack English skills and are therefore hesitate to even consider participation unless they know an interpreter will accompany them.

By attending the California Bilingual Education conference, our migrant parents will be better able to assist their children through advocacy, added involvement, and understanding how best to assist their students at home. The district's Bilingual Parent Liaison will do all advertising, organizing, planning and interpreting for this event. She will also oversee post-conference outreach in terms of news articles, presentations at ELAC/DELAC and the Board of Trustees.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Attending CABE will allow the parents to:

- Increase understanding and awareness of the public education system.
- Generate ideas for improvement of ME student education in CUSD.
- Boost the confidence of these parents as they become leaders in the Hispanic sector of our community.
- Promote further involvement by the parents in both site and district level collaborative stakeholder meetings.
- Act as an example for other parents to follow on the path toward full participation in the education of their students.

Student/teacher ratio:

NA

Instructional strategies:

Parents will attend conference and receive instruction in large groups.

The parents will then communicate their learning to other parents during ELAC/DELAC and Site Council meetings.

Student grouping method:

Parents will self-select workshops they wish to attend.

The entire group will attend featured speaker sessions.

ELAC/DELAC officers may be asked to attend specific sessions focused on leadership.

How instruction will be **differentiated**:

Parents will attend sessions based on their personal interests and needs. ELAC/DELAC officers, and others interested in becoming officers will be encouraged to attend Leadership Trainings.

Other strategies besides the SSDP strategies identified for the focus areas:

NA

What SSDP strategies will be used to deliver this service/allowable activity?

Parent and Family Engagement

- ☒ Principle Strategy 12.0 - Provide workshops and/or resources on the services that the MEP offers.
- ☒ Strategy 12.1 - Provide three workshops for parents including:
 - How the U.S. school systems works and parent and family opportunities for participation within this system.
 - Parent engagement evidence-based strategies
 - Understanding student achievement data
 - Supporting your child in obtaining a high school diploma

- Understanding career technical education
- Learning educational vocabulary (acronyms, A-G, parent homework dictionary, educational glossary).

What evidence-based curriculum will be used in this instructional service?

CABE conference attendees must have participated in the District's CABE 2-Inspire Program. This program is designed to provide parents with a strong awareness of California's school accountability system, academic content and performance standards, standards-based report cards, assessment, public school choice options, supplemental services, etc. The conference will educate the parents on the latest effective instructional strategies. The parents bring back ideas for inclusion in Single Site Plans and the district LCAP. The CABE program also offers information about supports for EL students and their families; which includes discussion of the migrant education program services.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

What dates approximately will the staff development take place?

Date

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

Parents who attend are expected to share these ideas at site and district meetings, as well as during community meetings by non-school groups.

Parents will gain knowledge in:

- Public School structure and operations.
- Public school governance.
- The role of ELACs and DELACs in public schools.
- The rights of EL students, and the laws and regulations pertaining to ELL programs.

Parents will gain skills in advocating for their student, and themselves as their student moves through the school system.

We expect that parent engagement in all aspects of our schools will increase as these parents return to CUSD.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Observation	<p>Our goal is to have at least 5ME parents attend each year.</p> <p>We will measure effects by keeping track of the number of parents who attend CUSD stakeholder meetings and expect to see the number increase by involving those parents more, and by those parents recruiting / advertising for more Hispanic / Latino parents to become involved. It is expected that parents that attend the CABE conference participate in DELAC meetings to share what they have learned.</p>

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	<p>Parents who attend will report to 3 ELAC committee, DELAC and at least one other community based group.</p> <p>We will survey returning parents to gauge attitudes about their involvement and to determine whether the conference changed their understanding of the public school system, their rights, and the laws / regulations around ELL and Migrant students.</p>

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	0	5	5

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
Parent/Guardian	5	03/17/2020 - 03/20/2020	4	420	1,680

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: I identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Support Service Staffing: I identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
5200 Travel & Conferences	Conference Registration Parents \$425 x 6 = \$2,550 Travel - Airfare Round Trip per person \$250 x 6 = \$1,500 Hotel \$250 (x3) for 3 nights = \$2,250 Daily Meal reimbursement \$50/day/person x 4 days x 6 people = \$1,200	\$7,500
Total:		\$7,500

Section 6: Summer/Intersession

1. Summer Migrant Teacher

Provide an overview description of your service/allowable activity.

Colusa Unified will supplement summer programs by hiring a credentialed teacher to assist in the acceleration of language acquisition for migrant students, to provide smaller class sizes, and to provide more individualized instruction for migrant students. Additionally, the district will hire bilingual support staff for summer school to facilitate communication with Migrant families, and assist with recruiting and retaining migrant students in the program.

This teacher will target migrant students who have the greatest needs in ELA . All services provided at Burchfield Primary School but serving students in grades TK-8.

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. [MEP Fiscal Handbook](#)

Which service areas does this activity address?

- ☒ SSDP Focus Area: English Language Arts
- ☒ SSDP Focus Area: Mathematics
- ☒ SSDP Focus Area: English Language Development
- ☐ SSDP Focus Area: High School Graduation/Dropout
- ☐ SSDP Focus Area: Out of School Youth
- ☐ SSDP Focus Area: Parent and Family Engagement
- ☒ SSDP Focus Area: Student Engagement
- ☐ Other
-

When will the service/allowable activity be provided?

- ☐ After School
- ☐ Saturday
- ☐ Before School
- ☒ Other:
- 0800 - 1330

Where would the service/allowable activity be provided?

- ☐ Home-based
- ☒ District-wide
- ☐ Site/Center-based
- ☐ Region-wide

List all the Districts/Schools that will receive this service/allowable activity:

Birchfield Primary School Egling Middle School

What is the need for this service/allowable activity based on the data?

In 2018the percentage of Migrant students meeting or exceeding standard on the CAASPP was 33.3% in ELA, and 20% in Math. The ELA % was a 7.7% decrease from the previous year, but the Math score showed a 2% increase. Other indicators (curriculum based assessments, teacher observations) show that our migrant students benefit greatly from extended learning time. It is logical to conclude then, that encouraging summer school participation for Migrant students would show long term learning gains.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

Migrant students will gain skills in:

- English Language Arts: reading, writing, speaking and listening.
- Math: age appropriate computational and comprehension skills.
- School Procedures: increase familiarity with routines.
- Socialization: active, intentional teaching of pro-social skills, added contact with caring dedicated staff.
- Art / Creativity: embedded in some lessons.
- Physical fitness: also embedded.
- Cultural Awareness and Personal Pride through implementation of the Manners Matter curriculum.

Student/teacher ratio:

No more than 15:1 for interventions. Migrant students will be in summer school classes where the overall ratio is no greater than 20:1.

Instructional strategies:

The teacher will provide direct instruction, hands-on learning and problem solving within the overall framework of the district's summer school program and provide interesting and engaging learning opportunities. Instruction follows the State approved standards based curriculum.

Student grouping method:

Migrant students will be grouped with age-level peers heterogeneously, and then serviced through an RTI model which may include grade spans.

How instruction will be differentiated:

Students will be grouped by grade level and then interventions will occur based on reading / math assessment data. Explicit Direct Instruction, small group, emphasis on oral responses delivered in a complete sentence, with team projects and hands-on activities and inquiry based learning as much as possible.

Other strategies besides the SSDP strategies identified for the focus areas:

None

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

- ☒ Principle Strategy 1.0 - Provide supplementary ELA services with a focus on reading and writing for migratory students with targeted intervention for students who are scoring Below or Near Standard.
- ☒ Strategy 1.1 - Provide migratory students with opportunities to read various types of expository texts (e.g., description, comparison, cause and effect, problem and solution).

- ☒ Strategy 1.2 - Provide migratory students with opportunities to write within various contexts. Integrate explicit instruction for one writing genre unit for program services as appropriate. For example, supplementary science technology engineering and mathematics services should have a strong writing component focusing on expository writing.
- ☐ Strategy 1.2a - Provide students with a rubric that outlines the elements required by the genre to write a proficient example and identifies what is needed for different levels of writing proficiency.
- ☒ Strategy 1.3 - Provide training in writing instruction during staff development workshops to ensure that migratory teachers and instructional aides provide clear, structured writing instruction.

Mathematics

- ☒ Principle Strategy 2.0 - Offer supplemental math services focused on teaching concepts and procedures as well as problem solving and modeling data for migratory students scoring Below Standard on either Claim 1 or Claim 2.
- ☐ Strategy 2.1 - Offer Math Literacy Family Nights, targeting PFS and migratory students scoring Below Standard, focused on math CCSS and learning strategies to use at home.
- ☒ Strategy 2.2 - Provide professional development opportunities for MEP staff to understand student math achievement data, increase their knowledge and skill set for teaching concepts and procedures, problem solving and data modeling and communicating and reasoning in mathematics.

English Language Development

Strategies will be finalized once ELPAC initial and summative assessments become operational and data becomes available in 2018-19.

Student Engagement

- ☒ Principle Strategy 13.0 - Services offered to migratory students need to have a cultural component.
- ☒ Strategy 13.1 - Increase student engagement by incorporating activities into services that build migratory students' self-pride (e.g., confidence, self-worth, etc.).
- ☐ Strategy 13.2 - Provide professional development to staff on cultural competency.

What evidence-based curriculum will be used in this instructional service?

Summer school will utilize curriculum materials which are supplements to the state approved, CUSD adopted ELA and Math curricula.

Service/Allowable Activity Staff Development

What are the specific staff development activities?

Staff will be trained on specific ELD strategies, and curriculum implementation by the Summer School Principal and supplemented by self-selected training the teacher requests. The training necessary will be dependent upon the skills and abilities of the teacher hired. But either through prior knowledge or training, the teacher will be skilled at ELA, and math instruction for ELL and Migrant students.

Training and planning will occur approximately June 3-5, 2019 for July 2019. This training will be funded by CUSD at no cost to MEP. A similar training, again, at no cost to MEP will be held in June 2020 - presuming the funding continues.

All MEP billed expenses under this MOU will occur during the 19/20 Fiscal Year.

What dates approximately will the staff development take place?

Date
06/2019

Service/Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

For students developing their pre-reading skills all phonics skills will increase at a rate higher than measured for students not attending summer school.

For readers, measured grade level equivalents in reading will increase by at least 1 month.

In Math, students will gain a minimum of 1 month grade equivalent.

Migrant Education students will gain skills in ELA, Math and improve school-connectedness.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	<p>Teachers will use curriculum based pre and post assessments. We will also track ME student achievement (with particular attention to growth) and compare students who participated in the summer program to those who did not.</p> <p>The goal is for 100% of the Migrant Students who participate in Summer School to show growth, and 100% to show less inter-term content knowledge loss as compared to Migrant Students who do not participate in the program.</p> <p>BPST scores for MEP summer school students will score (%correct) within 5% of the unduplicated students in their regular grade level.</p> <p>STAR reading scores for MEP summer school students will show 1 month's growth as compared to unduplicated pupils.</p> <p>STAR Math scores for MEP summer school students will show 1 month's growth as compared to unduplicated pupils.</p>

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
---------------------------	--------------------------

Service/Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?

Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	1	1
K	0	2	2
1	0	8	8
2	0	3	3
3	0	4	4
4	0	4	4
5	0	3	3
6	0	4	4
7	0	2	2
8	1	3	4
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	1	33	34

Service/Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/Session	Total Minutes
3-5yrs - 8	34	07/08/2019 - 08/02/2019	18	300	5,400

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: I identify the staff positions needed to provide the instructional service

described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	1	1.00

Support Service Staffing: I identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Bilingual Liaison	Classified	1	0.51

Service/Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	1 teacher at \$47/hr x 5.5 hr/day x 18 days	\$4,653
2200 Support Services Salaries	1 Bilingual Liaison at \$25/hr x 5.5 hr/day x 18 days X 0.51 FTE District funds 49% of position	\$1,262
3000 Employee Benefits	Bilingual Liaison salary x 30.7%	\$387
3000 Employee Benefits	Teacher salary x 20.9%	\$972
4300 Materials & Supplies	Consumables supplies for migrant funded students. 34 x \$4.54 per student	\$154
Total:		\$7,428

Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

I &R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

Region conducts all I&R activities

I &R Quality Control Plan

Provide a copy of the Regions I&R Quality Control Plan as a separate document to the application. *The Regions Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Regions Plan.*

Title	File Name	Last Update
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District Staff Roles in the I &R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality control processes?

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the community and school-based activities.

Local Community

What are the characteristics of the community in your local recruiting area?

Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time.

Regional I &R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
------	------------	-----	-------------

I &R Staff

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application.)

Title	Number of		Description
	Staff	FTE	

I &R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
Total:		\$ 0

Section 11: Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

What are the specific staff development activities planned based on local data? What are the expected outcomes?

What are the specific PAC member development activities to meet the need? Include dates, vendors, or providers if applicable.

Topics for PAC and Staff Development Activities

- ☐ Review key provisions of Title I Part, C ESSA (New)
- ☐ Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.
- ☐ Meeting engagement, management and facilitation (applicapable, such as Greene Act)
- ☐ Instructional strategies for use with parent groups
- ☐ Leadership workshops
- ☐ Other

PAC Members

Include a list of PAC member's names.

District/School	First Name	Last Name	Eligible Migrant Parent?
CUSD	Guido	Dalila	Yes
Burchfield Primary	Rosa	Ballesteros	Yes
CUSD	Gladis	Ramirez	Yes
CUSD	Sandra	Zuniga	Yes

PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
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PAC Budget

What is the specific budget for PAC activities? (Costs related to SPAC conference are not included in this section.)

Object Code	Description & Itemization of costs	Amount
Total:		\$ 0

Section 13: Administration: Staffing Plan

Indirect Cost Charges

Approved Indirect Rate 13.83 %

Place a checkmark next to services rendered by indirect cost charges

- ☒ Accounting and budgeting
- ☒ Payroll preparation
- ☒ Personnel management
- ☒ Purchasing
- ☐ Data Processing
- ☐ Warehousing
- ☒ Facilities
- ☒ Maintenance
- ☐ Communications
- ☒ Technology support
- ☐ Other: (List Below)

☒ I certify that the business office was consulted to determine indirect cost charged items.

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director. Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See fiscal handbook)

Title	Type(s)	Classification	Number of	
			Staff	FTE

Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Regular School Year

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Approved ICR for 2019.20 is 13.83%. We are using a rate of 13%.	\$975
Total:		\$975

Summer/Intersession

Object Code	Description & Itemization of costs	Amount
7000 Indirect Cost	Approved ICR for 2019.20 is 13.83%. We are using a rate of 13%	\$966
Total:		\$966

Section 14: Legal Assurances & Certifications

<https://www.cde.ca.gov/fg/fo/r28/documents/legalassurance1920.docx>

Upload signed Legal Assurances

Title	File Name	Last Update
Legal Assurances	legal_assurances_19.20.pdf	04/05/2019 2:33 PM
Drug Fee Cetification	Drug_Free_Certification.pdf	04/05/2019 2:33 PM
Lobbying Certification	Lobbying_Certification.pdf	04/05/2019 2:34 PM
General Assurances	General_Assurances_2018-19_-_Funding_Tools_&_Materials_(CA_Dept_of_Education).pdf	04/18/2019 1:10 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
Inventory Letter	MEP_Inventory_Statement_19-20.pdf	04/25/2019 1:56 PM

Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
MEP Job Description	MEP_Teacher_Job_Description_19_-_20.pdf	04/25/2019 1:57 PM
Bilingual Liaison	MEP_Bilingual_Liaison_Job_Description_19_-_20.pdf	04/25/2019 2:55 PM

Per the Migrant Data Security Guidance Letter released on May 12, 2016, the California Department of Education (CDE) Migrant Education Office (MEO) is requesting from the Migrant Education Program (MEP) subgrantees the current Data Device Inventory information for data devices purchased with migrant funds.

The migrant program will upload the migrant data device inventory, updated for the current fiscal year, if applicable.

If migrant fund was used to purchase data devices that are used to access, store, and/or process student personally identifiable information for the past five year starting from the current fiscal year, the RA and DFDSA migrant programs must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This inventory must contain all migrant data devices, including those from the DSAs and MOUs.

For a DSA/MOU district, the migrant program must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This district level migrant data device inventory may be filed by the regional office for record keeping. The district may consult with the regional office for inventory completion guidance.

[Inventory Template](#)

Migrant Data Device Inventory

Title	File Name	Last Update
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Organizational Chart of Migrant Education

Title	File Name	Last Update
MEP Summer School Org Chart	MEP_Summer_School_Organization_Chart_19_-_20.pdf	04/25/2019 1:57 PM

Migrant Education Program Summer Waiver Request Form

Summer Waivers

Title	File Name	Last Update
Summer Waiver	Summer_Waiver.pdf	04/23/2019 9:22 AM

Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

[Download current cover page.](#)

Section Budget Summary

Object Code	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$4,653	\$0	\$4,653
1200	Pupil Support Services	\$0	\$0	\$0
1300	Supervisor/Administrators	\$0	\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
Subtotal 1000-1999		\$4,653	\$0	\$4,653
2000-2999 Classified Salaries				
2100	Instructional Aides	\$0	\$0	\$0
2200	Support Services Salaries	\$1,262	\$0	\$1,262
2300	Supervisor/Administrators	\$0	\$0	\$0
2400	Clerical, Technical and Office Staff	\$0	\$0	\$0
2900	Other Classified Salaries	\$0	\$0	\$0
Subtotal 2000-2999		\$1,262	\$0	\$1,262
3000-3999 Benefits				
3000	Employee Benefits	\$1,359	\$0	\$1,359
3100	Other Benefits	\$0	\$0	\$0
3200	Other Classified Benefits	\$0	\$0	\$0
3300	Other Benefits	\$0	\$0	\$0
3400	Other Benefits	\$0	\$0	\$0
3500	Other Benefits	\$0	\$0	\$0
3600	Other Benefits	\$0	\$0	\$0
3700	Other Benefits	\$0	\$0	\$0
3800	Other Benefits	\$0	\$0	\$0
3900	Other Benefits	\$0	\$0	\$0
Subtotal 3000-3999		\$1,359	\$0	\$1,359
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$0	\$0	\$0
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$154	\$0	\$154
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
Subtotal 4000-4999		\$154	\$0	\$154
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$7,500	\$0	\$7,500
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0	\$0

Object Code	Description	Amount Service & Activity	Amount Admin	Total
5800	Prof/Cons/Serv & Operating Exp.	\$0	\$0	\$0
5900	Communications	\$0	\$0	\$0
Subtotal 5000-5999		\$7,500	\$0	\$7,500
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0	\$0	\$0
6100	Other Capital Outlay	\$0	\$0	\$0
6200	Other Capital Outlay	\$0	\$0	\$0
6300	Other Capital Outlay	\$0	\$0	\$0
6400	Other Capital Outlay	\$0	\$0	\$0
6500	Other Capital Outlay	\$0	\$0	\$0
6600	Other Capital Outlay	\$0	\$0	\$0
6700	Other Capital Outlay	\$0	\$0	\$0
6800	Other Capital Outlay	\$0	\$0	\$0
6900	Other Capital Outlay	\$0	\$0	\$0
Subtotal 6000-6999		\$0	\$0	\$0
SUB-TOTAL		\$14,928	\$0	\$14,928
7000 Indirect Cost				
7000	Indirect Cost	\$0	\$1,941	\$1,941
7300	Indirect on District Subagreements	\$0	\$0	\$0
TOTAL		\$14,928	\$1,941	\$16,869

Surplus Property Disposal List – Food Service Surplus (Business Services).

Recommended Motion:

The Administration requests Approval of the Surplus Property Disposal List – Food Services

Rationale:

The Food Services Department has inventoried equipment from across the Colusa Unified School District. The inventory lists (attached) consist of equipment, fixtures, and furniture that have either met or exceeded their useful life or no longer meet the needs of the program. Once the surplus property disposal list is approved, the Food Services department will move forward with disposing of the property.

As the Board of Education has supported the District's obsolescence plan, a list of surplus is expected to be presented to the Board on a regular basis, but no less than annually. If items are obsolete, the Administration will, if appropriate, first offer the surplus to other educational entities or partner programs of the District. Those items that cannot benefit others will be disposed of as surplus property.

Financial Impact:

There is no financial cost associated with this item.

Colusa Unified School District

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 4/4/2019

Site District Office/Fund 13/Nutrition Services

Form Completion Instruction (In description block provide the following.)

- **Textbooks:** Title, publisher, copyright date, quantity and reason for withdrawal.
- **Equipment:** Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Work Table, all stainless steel w/ 4" rear upturn #WT-PB3072 30"x72"x35" GSW #GJY170427	Sale
Flat Top Work Table, all stainless steel #WT-E3060 30"x72"x35" #3176427	Sale
Work Table, stainless steel w/ one drawer by Stanley Coucette Inc., 30"x72"x35"	Sale
Work Table, stainless steel w/ one drawer & working 2 plug outlet 30"x72"x35"	Sale
Dish Table, stainless steel Clean, Straight Right Table 30"x78"35" w/ 11" rear upturn	Sale

X **For additional items, check here and attach list.**

Site Administrator Approval



Signature

05-07-19

Date

Superintendent/Board Approval

Signature

Date

Disposition:

Colusa Unified School District

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 4/4/2019

Site District Office/Fund 13/Nutrition Services

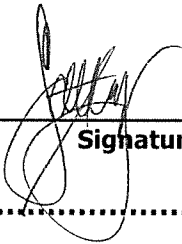
Form Completion Instruction (In description block provide the following.)

- **Textbooks:** Title, publisher, copyright date, quantity and reason for withdrawal.
- **Equipment:** Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Crescor Food Warmer Mod#121PHVA 11D Ser# BAH-J139042-342	Sale
ACB7-100 Chicken Rotisserie 7 SPT 105,000 BTU Nat. Gas w/ Casters	Sale/Sold
3 Door True Refrigerator Model #: TM-74 Serial #: 5238403	Sale/Sold

X For additional items, check here and attach list.

Site Administrator Approval



Signature

05.07.19

Date

Superintendent/Board Approval

Signature

Date

Disposition:

Colusa Unified School District

Surplus Equipment/Obsolete Textbook Form

Date 6/29/17 Site BPS

Form Completion Instruction. In Description block provide the following:

- Textbooks: Title, publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Steam Table - 4 Bay - Serial # HF4E120SS	Sale
Wells 2 Burner Stove 51-Serial # HDHP1230GNAT	Sale

_____ For additional items, check here and attach list.

.....

Site Administrator Approval  6/29/17
Signature Date

Superintendent/Board Approval  7/11/17
Signature Date

Disposition:

Rev. 8/31/2006

Colusa Unified School District

2019-20 Board Meeting Dates

Third Monday of Each Month (With the Exception of January and February)

August 19, 2019 – 5:15 PM

September 16, 2019 – 4:00 PM (New Teacher Celebration)

October 21, 2019 – 5:15 PM

November 18, 2019 – 5:15 PM

December 16, 2019 – 5:15 PM

*January 21, 2020 – 5:15 PM (Due to the MLK Holiday, this meeting will occur on the Third Tuesday)

*February 10, 2020 – 5:15 PM (Due to the President's Day Holiday, this meeting will occur on the Second Monday)

March 16, 2020 – 5:15 PM

April 20, 2020 – 4:00 PM (Tenured Teacher Reception)

May 18, 2020 – 5:15 PM

June 15, 2020 – 5:15 PM (LCAP and Budget Public Hearing)

June 22, 2020 – 5:15 PM (LCAP and Budget Adoption)

Checks Dated 03/01/2019 through 04/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00403376	03/08/2019	A-Z Bus Sales	01-4300		50.27
00403377	03/08/2019	Alec Bailey	01-4300		100.00
00403378	03/08/2019	All Metals Supply, Inc.	01-4300		387.34
00403379	03/08/2019	Amazon Capital Services	01-4200	35.10-	
			01-4300	1,767.35	
			Unpaid Tax	.98-	1,731.27
00403380	03/08/2019	American Fidelity Assurance	01-9518		426.73
00403381	03/08/2019	Amplified IT	01-5200		5,250.00
00403382	03/08/2019	Ben Davies	01-4300		100.00
00403383	03/08/2019	Boeger, Jill	01-4300		36.34
00403384	03/08/2019	Burg, Nikole	95-5200		43.00
00403385	03/08/2019	Carolina Biological Supply Co.	01-4300		448.52
00403386	03/08/2019	CDW-Government	01-4400		44,691.36
00403387	03/08/2019	City of Colusa	01-5500		4,662.68
00403388	03/08/2019	CUSD - Emergency Fund	01-9536		1,652.49
00403389	03/08/2019	CUSD General Fund	01-9515		276.00
00403390	03/08/2019	Danielsen Company	13-4300	383.88	
			13-4700	3,672.06	
			13-4710	704.24	4,760.18
00403391	03/08/2019	General Produce	13-4700		1,587.05
00403392	03/08/2019	Gold Star Foods	13-4700	6,628.77	
			13-5800	9.00	6,637.77
00403393	03/08/2019	Herzog Photography	95-4300		250.00
00403394	03/08/2019	Hillyard	01-4300	861.63	
			01-5600	683.98	1,545.61
00403395	03/08/2019	Hoblitt Motors	01-5600		62.50
00403396	03/08/2019	Hughes, Maribel	01-4300		104.90
00403397	03/08/2019	Hust Brothers	01-4300		201.47
00403398	03/08/2019	Jacob Arce	01-4300		100.00
00403399	03/08/2019	Janice Lohse	01-4300		800.00
00403400	03/08/2019	Johnson Printing & Design	01-4300		26.65
00403401	03/08/2019	Kristen Simmons	13-4700		76.00
00403402	03/08/2019	Northern California Feed & Mineral Solutions	01-4300		176.50
00403403	03/08/2019	NSCIF	01-4300		255.00
00403404	03/08/2019	Reading Oil	01-4300		1,190.59
00403405	03/08/2019	Rodriguez, Jose	01-5200		125.28
00403406	03/08/2019	Russell & Boals Painting, Inc.	01-5800		6,863.00
00403407	03/08/2019	S.L.I.C. Co-Op//c/o Vallejo City USD	13-5800		250.00
00403408	03/08/2019	Sacramento COE	01-5200		450.00
00403409	03/08/2019	School Health Corporation	01-4300		1,521.35
00403410	03/08/2019	Superior Tire Service	01-4300		936.76
00403411	03/08/2019	Supreme Athletics	95-4300		321.75
00403412	03/08/2019	US Bank Equipment Finance	01-5600		2,208.28
00403413	03/08/2019	US Bank-Cal Card	01-4300	206.66	
			01-5200	1,118.63	
			01-5800	64.50	

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Checks Dated 03/01/2019 through 04/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00403413	03/08/2019	US Bank-Cal Card	95-4300	250.00	1,639.79
00403414	03/08/2019	Villanueva, Maria	01-5200		89.79
00403575	03/15/2019	Alhambra & Sierra Springs	01-4300		28.95
00403576	03/15/2019	Amazon Capital Services	01-4300	296.38	
			95-4300	759.84	
			Unpaid Tax	15.12-	1,041.10
00403577	03/15/2019	AMS.Net, Inc. c/o Fremont Bank	01-6400		2,970.00
00403578	03/15/2019	Appeal-Democrat	01-5800		750.00
00403579	03/15/2019	Burg, Nikole	95-4300		600.00
00403580	03/15/2019	CA Department of Justice	01-5800		173.00
00403581	03/15/2019	Carolina Biological Supply Co.	01-4300		25.10
00403582	03/15/2019	CDW-Government	01-4300		182.33
00403583	03/15/2019	Climate Control, Inc.	01-5600		11,487.78
00403584	03/15/2019	Crystal Creamery, Dept. 33369	13-4700		3,211.55
00403585	03/15/2019	Davies Oil Co.	01-4300		2,159.65
00403586	03/15/2019	Elite Sound	95-4300		500.00
00403587	03/15/2019	Facilitron, Inc.	01-5800		1,236.70
00403588	03/15/2019	Franz Family Bakeries	13-4700		443.19
00403589	03/15/2019	Fulcher Paint & Supply	01-4300		156.69
00403590	03/15/2019	J.M. King Consulting, Inc.	25-5800		2,351.25
00403591	03/15/2019	LCMS Awards	01-4300	48.48	
			95-4300	277.01	325.49
00403592	03/15/2019	Lowe's	01-4300		1,277.56
00403593	03/15/2019	March of Dimes	95-4300		115.00
00403594	03/15/2019	Marissa Dragoo	01-4300		132.45
00403595	03/15/2019	Marysville High School Baseball	01-5800		350.00
00403596	03/15/2019	Messick Ace Hardware	01-4300		1,649.96
00403597	03/15/2019	Orland High School	95-4300		48.00
00403598	03/15/2019	Quill Corporation	01-4300		573.65
00403599	03/15/2019	Recology Butte Colusa Counties	01-5500		3,019.60
00403600	03/15/2019	Recology Butte Colusa Counties	01-5600		307.17
00403601	03/15/2019	Sorenson Pest Control Inc.	01-5500		220.00
00403602	03/15/2019	Student Television Network	95-4300		75.00
00403603	03/15/2019	Sysco Sacramento	13-4700		2,718.26
00403604	03/15/2019	Three B's Toliel Rentals	01-4300		150.00
00403605	03/15/2019	Top Tier Data Com	01-5800	356.25	
			01-6400	3,030.43	3,386.68
00403606	03/15/2019	US Bank-Cal Card	01-4300	656.10	
			01-4400	912.34	
			01-5200	966.10	
			01-5800	931.57	
			01-5900	483.63	3,949.74
00403607	03/15/2019	Valley Truck & Tractor Company	01-4300		68.37
00403608	03/15/2019	Wheatland Union High School	01-5800		225.00
00403780	03/22/2019	Activate Learning	01-4100		17,156.33
00403781	03/22/2019	Advanced Document Concepts	01-5600		1,596.68

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Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00403782	03/22/2019	Amazon Capital Services	01-4300	770.77	
			Unpaid Tax	36.32-	734.45
00403783	03/22/2019	Benchmark Education Co., LLC	01-4300		814.89
00403784	03/22/2019	Boeger, Jill	01-4300		37.16
00403785	03/22/2019	CDW-Government	01-4300		134.20
00403786	03/22/2019	Chico High School	01-5800		250.00
00403787	03/22/2019	Climate Control, Inc.	01-5600	4,343.73	
			13-5800	2,890.00	7,233.73
00403788	03/22/2019	College Board Publications PSAT 10	01-4300		1,520.00
00403789	03/22/2019	Franz Family Bakeries	13-4700		459.08
00403790	03/22/2019	Frontier	01-5900		7,822.85
00403791	03/22/2019	General Produce	13-4700		2,580.95
00403792	03/22/2019	Giffin, Matthew	01-4300		156.17
00403793	03/22/2019	Gold Star Foods	13-5800		641.25
00403794	03/22/2019	Gridley High School	01-5800		400.00
00403795	03/22/2019	Herzog Photography	01-4300		250.00
00403796	03/22/2019	Hughes, Maribel	01-4300		93.46
00403797	03/22/2019	Jeff Savage Plumbing	01-5600		1,160.00
00403798	03/22/2019	John Wrysinski	01-5800		324.80
00403799	03/22/2019	Juan Navarro	01-5800		309.28
00403800	03/22/2019	Lay, Eric	01-4300		60.00
00403801	03/22/2019	MJB Welding Supply, Inc.	01-4300		5,052.69
00403802	03/22/2019	Myers, Jamie	01-4300		13.49
00403803	03/22/2019	Nail, Mitchell	01-5800		115.90
00403804	03/22/2019	Pioneer Review	01-5900		80.00
00403805	03/22/2019	Quill Corporation	01-4300		621.96
00403806	03/22/2019	Really Good Stuff	01-4300		235.78
00403807	03/22/2019	Riso Products	01-4300		250.00
00403808	03/22/2019	Riverview International Trucks LLC	01-5600		702.05
00403809	03/22/2019	Rogers, Ronald	01-5200		55.68
00403810	03/22/2019	SportDecals	95-4300		813.56
00403811	03/22/2019	Spurr	01-5500		6,575.22
00403812	03/22/2019	Tamco Capital Corporation	01-5600		1,122.91
00403813	03/22/2019	Tom Vedo	01-5800		330.00
00403814	03/22/2019	Verizon	01-5900		152.04
00403958	03/29/2019	Alda Turgieva	95-4300		1,317.40
00403959	03/29/2019	Amazon Capital Services	01-4300	491.18	
			Unpaid Tax	29.01-	462.17
00403960	03/29/2019	Athletics Unlimited	95-4300		403.87
00403961	03/29/2019	Auto Value Colusa	01-5600		468.12
00403962	03/29/2019	Benchmark Education Co., LLC	01-4100	837.62	
			Unpaid Tax	5.14-	832.48
00403963	03/29/2019	CA FBLA	01-4300	3,508.39	
			95-5800	246.61	3,755.00
00403964	03/29/2019	California Agricultural Teachers' Association	01-4300		415.00
00403965	03/29/2019	Carolina Biological Supply Co.	01-4300		137.28

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Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00403966	03/29/2019	Cascade Athletic Supply Co.	01-4300		346.03
00403967	03/29/2019	CDW-Government	01-4300		529.59
00403968	03/29/2019	Changus, Rebecca	01-4300		89.94
00403969	03/29/2019	Climate Control, Inc.	01-5600		535.50
00403970	03/29/2019	CSF Balfour	95-4300		359.77
00403971	03/29/2019	CUSD General Fund	01-5800		374.75
00403972	03/29/2019	Custom Ink	95-4300	582.62	
			Unpaid Tax	39.38-	543.24
00403973	03/29/2019	Franz Family Bakeries	13-4700		173.70
00403974	03/29/2019	Herzog Photography	95-4300		250.00
00403975	03/29/2019	Inland	01-5800		689.08
00403976	03/29/2019	Interquest Detection Canines	01-5800		350.00
00403977	03/29/2019	Johnson Printing & Design	01-4300		135.67
00403978	03/29/2019	Lay, Eric	95-4300		223.94
00403979	03/29/2019	NASSP	95-4300		95.00
00403980	03/29/2019	Pacific Gas & Electric Co.	01-5500		18,151.55
00403981	03/29/2019	Quill Corporation	01-4300		507.75
00403982	03/29/2019	Robertson, Rebecca	01-4300		431.44
00403983	03/29/2019	Sam's Club Direct	95-4300		102.76
00403984	03/29/2019	Senior Class Graduation Products	95-4300	142.76	
			Unpaid Tax	9.65-	133.11
00403985	03/29/2019	Taylor, Perry	01-4300		78.07
00404089	04/05/2019	Alden Denny	95-4300		392.04
00404090	04/05/2019	Amazon Capital Services	01-4300		829.06
00404091	04/05/2019	American Fidelity Assurance	01-9518		426.73
00404092	04/05/2019	Athletics Unlimited	95-4300		6,661.03
00404093	04/05/2019	Bradley Steinmann dba Steinmann Officiating Svcs	01-5800	5,218.38	
			95-4300	5,308.44	10,526.82
00404094	04/05/2019	CALIFORNIA'S VALUED TRUST	01-3701	14,746.49	
			01-9514	159,161.60	173,908.09
00404095	04/05/2019	CDW-Government	01-4300		2,589.28
00404096	04/05/2019	Chevron & Texaco Business Card Services	01-4300	509.25	
			01-5800	417.54	926.79
00404097	04/05/2019	City of Colusa	01-5500		4,551.62
00404098	04/05/2019	Climate Control, Inc.	01-5600		2,491.17
00404099	04/05/2019	Close Lumber, Inc.	01-4300		400.75
00404100	04/05/2019	Franz Family Bakeries	13-4700		427.82
00404101	04/05/2019	Gold Star Foods	13-4700		2,073.30
00404102	04/05/2019	Gridley High School	95-4300		30.00
00404103	04/05/2019	Hughes, Maribel	01-4300		383.01
00404104	04/05/2019	Hust Brothers	01-4300		227.10
00404105	04/05/2019	Infinite Campus	01-5800		780.00
00404106	04/05/2019	Johnston, Jodell	01-4300		219.69
00404107	04/05/2019	La Cuesta Inn, LLC	01-5200		1,124.35
00404108	04/05/2019	Lemenager, Erika	01-5800		512.82

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00404109	04/05/2019	Les Schwab Tire Center	01-5600		49.09
00404110	04/05/2019	Marlis Beland	01-5800		80.00
00404111	04/05/2019	Meridian Diesel	01-5600		490.00
00404112	04/05/2019	Reading Oil	01-4300		2,396.34
00404113	04/05/2019	Robertson, Rebecca	01-4300		28.93
00404114	04/05/2019	Schadd Janitorial Supply	01-4300		7,352.47
00404115	04/05/2019	Scholastic	01-4300		254.50
00404116	04/05/2019	Sorenson Pest Control Inc.	01-5800		220.00
00404117	04/05/2019	Top Tier Data Com	01-4400		1,012.00
00404118	04/05/2019	US Bank Equipment Finance	01-5600		2,208.28
00404119	04/05/2019	US Bank-Cal Card	01-4300	22.20	
			01-5200	28.68	50.88
00404247	04/12/2019	AC Supply Company	01-4300		297.86
00404248	04/12/2019	Advanced Document Concepts	01-5600		345.00
00404249	04/12/2019	Alhambra & Sierra Springs	01-4300		49.93
00404250	04/12/2019	Alves, Mallory	01-5200		120.12
00404251	04/12/2019	Amazon Capital Services	01-4200	19.29	
			01-4300	3,703.94	
			95-4300	502.12	
			Unpaid Tax	95.95-	4,129.40
00404252	04/12/2019	Ana Rosa Madrigal	01-5200		150.00
00404253	04/12/2019	B&J's Concrete	01-5800		7,840.00
00404254	04/12/2019	Beeler Tractor Company	01-4300		33.34
00404255	04/12/2019	Ben Toilet Rentals, Inc.	01-5800		241.85
00404256	04/12/2019	CA Department of Justice	01-5800		239.00
00404257	04/12/2019	CA Department of Tax & Fee Administration	01-5800		11.43
00404258	04/12/2019	CA Teachers Assoc. (CTA) Local	01-9518		360.00
00404259	04/12/2019	California Teachers Assoc.	01-9518		6,290.75
00404260	04/12/2019	CDW-Government	01-4300	3,829.43	
			01-4400	1,690.26	5,519.69
00404261	04/12/2019	Climate Control, Inc.	01-5600	500.00	
			01-6200	3,097.50	3,597.50
00404262	04/12/2019	CMEA	01-4300		950.00
00404263	04/12/2019	Colusa County Farm Supply	01-4300	487.42	
			95-4300	204.83	692.25
00404264	04/12/2019	Corning High School	01-5800		250.00
00404265	04/12/2019	Creative Bus Sales	01-6200		152.39
00404266	04/12/2019	CUSD - Emergency Fund	01-9536		1,671.10
00404267	04/12/2019	CUSD General Fund	01-9515		276.00
00404268	04/12/2019	Dalila Guido Ovieda	01-5200		150.00
00404269	04/12/2019	Danielsen Company	13-4300	547.17	
			13-4700	6,359.29	
			13-4710	597.69	7,504.15
00404270	04/12/2019	Davies Oil Co.	01-4300		1,567.83
00404271	04/12/2019	Del Oro CSF Placer Union High School Dist.	01-5200		125.00

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00404272	04/12/2019	Espindola, Maria	01-5200		150.00
00404273	04/12/2019	Fan Cloth Products	95-4300	1,811.45	
			Unpaid Tax	122.45-	1,689.00
00404274	04/12/2019	Festivals of Music	01-5800		1,548.00
00404275	04/12/2019	Franz Family Bakeries	13-4700		466.36
00404276	04/12/2019	Frontier	01-5900		7,816.19
00404277	04/12/2019	Garcia, Maria	01-9550		536.15
00404278	04/12/2019	General Produce	13-4700		3,044.75
00404279	04/12/2019	Gladis Ramirez	01-5200		219.60
00404280	04/12/2019	Gold Star Foods	13-4700		2,403.32
00404281	04/12/2019	Granzella's	95-4300		44.00
00404282	04/12/2019	Griff's Feed & Seed	01-4300		86.14
00404283	04/12/2019	Hector Morales	01-5200		150.00
00404284	04/12/2019	Herff Jones c/o Michelle Quist	95-4300		210.00
00404285	04/12/2019	Hoblitt Motors	01-5600		101.87
00404286	04/12/2019	Imhoff, Lucille	01-5200		595.66
00404287	04/12/2019	Johnston, Jodell	01-4300		314.05
00404288	04/12/2019	Kenneth A. Dove, Jr. dba Dove Auto Glass	01-5600		250.00
00404289	04/12/2019	Lakeshore Learning	01-4300		342.31
00404290	04/12/2019	Lay, Eric	95-4300		551.53
00404291	04/12/2019	Lowe's	01-4300		1,627.28
00404292	04/12/2019	Maria Reyes	01-4300		200.00
00404293	04/12/2019	Michael Phenicie	01-5200		122.96
00404294	04/12/2019	Myers, Jamie	01-4300		57.26
00404295	04/12/2019	NSCIF	01-5800		735.61
00404296	04/12/2019	PASCO	01-4300		91.08
00404297	04/12/2019	Quill Corporation	01-4300	897.83	
			01-4400	820.43	1,718.26
00404298	04/12/2019	Recology Butte Colusa Counties	01-5500		3,019.60
00404299	04/12/2019	Recology Butte Colusa Counties	01-4300		88.25
00404300	04/12/2019	Rochelle Laird	01-5200		420.00
00404301	04/12/2019	School Nutrition Association	13-5300		202.00
00404302	04/12/2019	Shadd Janitorial Supply	01-4300		786.89
00404303	04/12/2019	Standard Insurance Company	01-9518		2,035.39
00404304	04/12/2019	Steuer, Stephanie	01-4300		52.06
00404305	04/12/2019	Superior Tire Service	01-4300	67.12	
			01-5600	265.28	332.40
00404306	04/12/2019	Sysco Sacramento	13-4300	377.72	
			13-4700	1,577.92	1,955.64
00404307	04/12/2019	Tamco Capital Corporation	01-5600		1,122.91
00404308	04/12/2019	Thomas, Heather	01-9550		226.44
00404309	04/12/2019	Top Tier Data Com	01-5800		296.98
00404310	04/12/2019	Twin City Trophies	95-4300		619.37
00404311	04/12/2019	US Bank-Cal Card	01-4300	1,418.04	
			01-5200	199.00	

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00404311	04/12/2019	US Bank-Cal Card	01-5800	2,446.15	
			95-4300	8,276.41	
			Unpaid Tax	32.62-	12,306.98
00404312	04/12/2019	Yuba Safe & Lock	01-4300		49.87
00404488	04/19/2019	Advanced Document Concepts	01-5600		2,376.45
00404489	04/19/2019	Alaniz, Jennifer	95-4300		141.87
00404490	04/19/2019	Alves, Mallory	01-5800		23.46
00404491	04/19/2019	Amazon Capital Services	01-4300	360.15	
			95-4300	4,025.24	
			Unpaid Tax	218.16-	4,167.23
00404492	04/19/2019	Barmann Landscape & Irrigation	01-4300		4,895.00
00404493	04/19/2019	Bradbury, Gayle	01-5200	71.92	
			13-5200	93.96	165.88
00404494	04/19/2019	Brooks, Samantha	95-4300		134.44
00404495	04/19/2019	Bureau of Education & Research	01-5200		259.00
00404496	04/19/2019	CA Department of Tax & Fee Administration	01-9519	4,684.00	
			13-9519	736.42	
			95-9519	1,754.00	7,174.42
00404497	04/19/2019	CA FBLA - Northern Section	01-4300	765.00	
			95-5800	5,395.00	6,160.00
00404498	04/19/2019	California Agricultural Teachers' Association	01-5200		332.00
00404499	04/19/2019	CDW-Government	01-4400		10,913.01
00404500	04/19/2019	Changus, Rebecca	01-4300		95.90
00404501	04/19/2019	Colligan, Mary	01-4300		392.06
00404502	04/19/2019	Colusa County Farm Supply	01-4300		659.46
00404503	04/19/2019	Colusa Dairy	01-4300		144.85
00404504	04/19/2019	Cross Electric	01-6200		3,280.00
00404505	04/19/2019	Crystal Creamery, Dept. 33369	13-4700		4,610.64
00404506	04/19/2019	Daniel Tinnel	95-4300		190.00
00404507	04/19/2019	Edward Victor Booth	95-4300		192.00
00404508	04/19/2019	ExploreLearning	01-4400		3,295.00
00404509	04/19/2019	Franz Family Bakeries	13-4700		576.29
00404510	04/19/2019	Gager Distributing	13-4300		257.74
00404511	04/19/2019	General Produce	13-4700		2,365.60
00404512	04/19/2019	Generations	95-4300		108.35
00404513	04/19/2019	Griff's Feed & Seed	01-4300		48.95
00404514	04/19/2019	Hardwood Palace	95-4300		375.00
00404515	04/19/2019	Herff Jones	95-4300		7,500.00
00404516	04/19/2019	Imhoff, James	01-4300		399.67
00404517	04/19/2019	Interquest Detection Canines	01-5800		700.00
00404518	04/19/2019	J.M. King Consulting, Inc.	25-5800		3,689.95
00404519	04/19/2019	Kachan, Victoria	01-4300		119.02
00404520	04/19/2019	Lampo Group LLC	01-4100	2,358.32	
			Unpaid Tax	159.42-	2,198.90
00404521	04/19/2019	Messick Ace Hardware	01-4300	1,806.55	

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Checks Dated 03/01/2019 through 04/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00404521	04/19/2019	Messick Ace Hardware	13-4300	14.99	1,821.54
00404522	04/19/2019	MJB Welding Supply, Inc.	01-4300		47.50
00404523	04/19/2019	Newark Element 14	01-4300		236.22
00404524	04/19/2019	North Woodwinds	01-5600		654.55
00404525	04/19/2019	PESI, Inc.	01-5200		229.99
00404526	04/19/2019	Playscripts, Inc.	01-4300	516.11	
			Unpaid Tax	32.05-	484.06
00404527	04/19/2019	Quill Corporation	01-4300		76.09
00404528	04/19/2019	Riso Products	01-4300		262.00
00404529	04/19/2019	Rodriguez-Dully, Cristina	01-4300		299.08
00404530	04/19/2019	Round Table Pizza	01-4300		118.98
00404531	04/19/2019	Shadd Janitorial Supply	01-4300		514.16
00404532	04/19/2019	Spurr	01-5500		6,987.03
00404533	04/19/2019	Three B's Toliel Rentals	01-4300		150.00
00404534	04/19/2019	Three Rivers Truck & Equipment Repair, Inc.	01-5600		200.00
00404535	04/19/2019	Vargas, Socorro	01-4300		50.82
00404536	04/19/2019	Verizon	01-5900		152.04
00404537	04/19/2019	WIBC	01-4300		3,450.00
00404714	04/26/2019	Academic Therapy Publications High Noon Books	01-4100		297.32
00404715	04/26/2019	Active Network	01-5800		795.00
00404716	04/26/2019	Amazon Capital Services	01-4300	98.26	
			95-4300	29.91	
			Unpaid Tax	5.96-	122.21
00404717	04/26/2019	Athletics Unlimited	95-4300		158.01
00404718	04/26/2019	Badaluco, Vernon	01-5200	363.61	
			95-4300	35.77	399.38
00404719	04/26/2019	Bureau of Education & Research	01-5200		259.00
00404720	04/26/2019	CA Assoc. for Bilingual Ed.	01-5800		12,000.00
00404721	04/26/2019	CA Industrial Rubber Co.	01-4300		2,642.64
00404722	04/26/2019	CALIFORNIA'S VALUED TRUST	01-3701	14,746.49	
			01-9514	159,161.60	173,908.09
00404723	04/26/2019	Colusa Casino Resort	95-4300		2,128.00
00404724	04/26/2019	Colusa Dairy	95-4300		182.64
00404725	04/26/2019	DEMCO	01-4200		131.14
00404726	04/26/2019	Elite Sound	95-4300		500.00
00404727	04/26/2019	Franz Family Bakeries	13-4700		329.93
00404728	04/26/2019	Kachan, Victoria	01-4300		258.15
00404729	04/26/2019	Lemenager, Erika	01-4300		923.66
00404730	04/26/2019	Marcella Townsend	13-4700		13.95
00404731	04/26/2019	Middle Mountain Interp. Hikes	01-5800		450.00
00404732	04/26/2019	Northern California Feed & Mineral Solutions	01-4300		109.50
00404733	04/26/2019	PASCO	01-6200		12,912.52
00404734	04/26/2019	Penhall, Alyssa	01-4300		300.00
00404735	04/26/2019	Perma-Bound	01-4300		909.48

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Checks Dated 03/01/2019 through 04/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00404736	04/26/2019	Research Foundation	95-4300		950.00
00404737	04/26/2019	Riverbank Pizza	01-4300		169.09
00404738	04/26/2019	Rocco's Bar & Grill	95-4300		350.00
00404739	04/26/2019	Valley Truck & Tractor Company	01-4300		233.23
00404740	04/26/2019	Voltage Specialists	01-5800		350.00
00404741	04/26/2019	Yuba College	95-4300		300.00
Total Number of Checks			311		840,228.06

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund/County Sch.srv.fd	243	724,643.89
13	Cafeteria Fund	30	53,505.84
25	Capital Facilities Fund	2	6,041.20
95	Student Body Fund	53	56,839.34
Total Number of Checks		311	841,030.27
Less Unpaid Tax Liability			802.21-
Net (Check Amount)			840,228.06

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Pay07a

Payroll Check Register

Vendor Checks

Pay Date 03/01/2019 through 04/30/2019

Check Date	Check #	Check Amount	Vendor Id	Vendor Name
03/11/19	000751785	8.12	991216/1	CSEA
	Total for 03/11/19	8.12		Count 1
03/29/19	000752026	3,009.33	991204/1	AMERICAN FIDELITY CANCER/ACCD/LIFE
03/29/19	000752027	4,361.64	991204/2	AMERICAN FIDELITY DEPEND CARE AND FLEX
03/29/19	000752028	1,990.00	991204/4	AMERICAN FIDELITY HSA ACCOUNT
03/29/19	000752029	108.00	991205/1	ASSN OF CA SCHOOL ADMIN
03/29/19	000752030	1,995.25	991216/1	CSEA
03/29/19	000752031	198.00	991219/1	CSEA CHAPTER 574
03/29/19	000752032	25.00	991217/1	CSEA VICTORY CLUB
03/29/19	000752033	5.00	991206/2	CTA Local Dues
03/29/19	000752034	81.00	991291/1	ENVOY PLAN SERVICES
03/29/19	000752035	9,147.13	991221/1	ENVOY PLAN SERVICES
03/29/19	000752036	2,045.00	991230/1	SCHOOLS FINANCIAL CREDIT UNION
03/29/19	000752037	74.53	991236/1	THE STANDARD
03/29/19	000752038	354.61	991284/1	US DEPT OF EDUCATION AWG
03/29/19	000752039	403.92	991239/1	WASHINGTON NATIONAL INS CO
	Total for 03/29/19	23,798.41		Count 14
04/10/19	000752163	10.40	991216/1	CSEA
	Total for 04/10/19	10.40		Count 1
04/30/19	000752420	3,009.33	991204/1	AMERICAN FIDELITY CANCER/ACCD/LIFE
04/30/19	000752421	4,361.64	991204/2	AMERICAN FIDELITY DEPEND CARE AND FLEX
04/30/19	000752422	1,990.00	991204/4	AMERICAN FIDELITY HSA ACCOUNT
04/30/19	000752423	108.00	991205/1	ASSN OF CA SCHOOL ADMIN
04/30/19	000752424	1,980.53	991216/1	CSEA
04/30/19	000752425	192.00	991219/1	CSEA CHAPTER 574
04/30/19	000752426	25.00	991217/1	CSEA VICTORY CLUB
04/30/19	000752427	6,290.75	991206/1	CTA
04/30/19	000752428	6,290.75	991206/1	CTA
04/30/19	000752429	715.00	991206/2	CTA Local Dues
04/30/19	000752430	81.00	991291/1	ENVOY ADMIN FEE
04/30/19	000752431	9,147.13	991221/1	ENVOY PLAN SERVICES
04/30/19	000752432	2,645.00	991230/1	SCHOOLS FINANCIAL CREDIT UNION
04/30/19	000752433	74.53	991236/1	THE STANDARD
04/30/19	000752434	354.61	991284/1	US DEPT OF EDUCATION AWG
04/30/19	000752435	403.92	991239/1	WASHINGTON NATIONAL INS CO
	Total for 04/30/19	37,669.19		Count 16
Total Vendor Checks		61,486.12	Vendor Checks Count	32
03/11/19	000751724	344.87	(000767) 5220	Daphne Garcia
03/11/19	000751725	366.47	(000768) 1202	Haidee Solis
03/11/19	000751726	288.55	(000789) 0013	Leobardo Garnica Jr.
03/11/19	000751727	123.68	(000790) 5077	John Hahn
03/11/19	000751728	247.37	(000814) 1527	Jake Houshmand
03/11/19	000751729	64.64	(000813) 7765	Jesse Jones
03/11/19	000751730	123.68	(000796) 2327	Joseph Miles
03/11/19	000751731	732.69	(000229) 7563	Elizabeth Yerxa
03/11/19	000751732	84.99	(000704) 3073	Ricky Zaragoza
03/11/19	000751733	689.07	(000751) 6229	Daniel Ruiz
	Total for 03/11/19	3,066.01		Count 10

03/29/19	000751856	1,953.41	(000003) 8920	Carmen Altamirano
03/29/19	000751857	950.02	(000450) 2069	Ann Amsden
03/29/19	000751858	659.03	(000818) 0222	Brea A. Cates
03/29/19	000751859	1,806.32	(000044) 9073	Betty Coronado
03/29/19	000751860	1,291.72	(000469) 9431	Micheal Cox
03/29/19	000751861	3,020.93	(000048) 6349	Tina Cremo
03/29/19	000751862	1,223.15	(000068) 8071	Linda Fisher
03/29/19	000751863	348.00	(000767) 5220	Daphne Garcia
03/29/19	000751864	1,119.89	(000084) 5656	Leslie Hall
03/29/19	000751865	1,292.23	(000456) 8540	Angela Hammock
03/29/19	000751866	3,466.97	(000452) 4196	Sheraya Harmon
03/29/19	000751867	902.49	(000713) 1429	Eric Lang
03/29/19	000751868	807.02	(000627) 1305	Katherine Mobley
03/29/19	000751869	601.01	(000546) 3738	Cynthia O'brien
03/29/19	000751870	866.19	(000354) 3967	Natalie Sandidge
03/29/19	000751871	228.00	(000768) 1202	Haidee Solis
03/29/19	000751872	1,021.31	(000548) 7142	Jessica Bedolla
03/29/19	000751873	2,495.49	(000466) 9882	Brian Davis
03/29/19	000751874	247.37	(000811) 7688	Kristena Adkinson
03/29/19	000751875	1,987.66	(000677) 9456	Manuel Cano
03/29/19	000751876	2,436.50	(000678) 0634	Laura Cervantes
03/29/19	000751877	1,945.66	(000337) 5719	Brendan Farrell
03/29/19	000751878	135.00	(000805) 2205	Abigael Galvez
03/29/19	000751879	576.88	(000294) 6137	Russell Gardner
03/29/19	000751880	247.37	(000789) 0013	Leobardo Garnica Jr.
03/29/19	000751881	123.68	(000790) 5077	John Hahn
03/29/19	000751882	137.97	(000365) 0179	Nancy Hull
03/29/19	000751883	371.05	(000802) 2095	Shannon R. Ibbotson
03/29/19	000751884	123.68	(000798) 0370	Rachanee Jackson
03/29/19	000751885	321.90	(000815) 3074	Kathy W. Jones
03/29/19	000751886	2,436.50	(000113) 0447	Daniel Kiely
03/29/19	000751887	129.29	(000816) 7948	Erika P. Larsen
03/29/19	000751888	123.62	(000817) 2156	Suzanne Patterson
03/29/19	000751889	280.11	(000217) 6255	Harold Ward
03/29/19	000751890	842.52	(000762) 3673	Araeli Andrade
03/29/19	000751891	1,525.60	(000574) 2457	Blanca Avina
03/29/19	000751892	1,007.16	(000284) 3036	Susan Correa
03/29/19	000751893	982.27	(000637) 3493	Jennifer Goodman
03/29/19	000751894	4,156.09	(000105) 6117	Jeff Isaksen
03/29/19	000751895	4,095.10	(000127) 5892	Courtney Lemenager
03/29/19	000751896	868.01	(000781) 5245	Sally Loeza
03/29/19	000751897	1,385.09	(000685) 7292	Andrea Manor
03/29/19	000751898	1,219.60	(000459) 1948	Nancy Montejano
03/29/19	000751899	1,404.55	(000550) 2374	Tiessa Santana
03/29/19	000751900	849.14	(000704) 3073	Ricky Zaragoza
03/29/19	000751901	2,486.68	(000778) 2276	Brandon Ruiz
03/29/19	000751902	2,514.35	(000751) 6229	Daniel Ruiz
03/29/19	000751903	2,662.52	(000186) 7772	Nick Schantz
Total for 03/29/19		61,676.10	Count	48
04/10/19	000752094	41.00	(000450) 2069	Ann Amsden
04/10/19	000752095	164.67	(000767) 5220	Daphne Garcia
04/10/19	000752096	142.27	(000768) 1202	Haidee Solis
04/10/19	000752097	247.24	(000797) 8709	Martin Alfaro

04/10/19	000752098	275.94	(000809) 5317	Sandra Ebersole
04/10/19	000752099	123.62	(000294) 6137	Russell Gardner
04/10/19	000752100	267.97	(000789) 0013	Leobardo Garnica Jr.
04/10/19	000752101	742.60	(000820) 2181	Giovany Guzman
04/10/19	000752102	123.68	(000790) 5077	John Hahn
04/10/19	000752103	906.50	(000791) 8697	Christine Huffman
04/10/19	000752104	123.68	(000798) 0370	Rachanee Jackson
04/10/19	000752105	40.67	(000800) 0625	Julissa Morales
04/10/19	000752106	129.29	(000808) 4468	Gurpreet Rai
04/10/19	000752107	129.29	(000819) 4998	Alex Shaver
04/10/19	000752108	517.16	(000229) 7563	Elizabeth Yerxa
04/10/19	000752109	207.50	(000704) 3073	Ricky Zaragoza
04/10/19	000752110	1,020.66	(000751) 6229	Daniel Ruiz
Total for 04/10/19		5,203.74	Count	17
04/30/19	000752247	1,953.40	(000003) 8920	Carmen Altamirano
04/30/19	000752248	950.02	(000450) 2069	Ann Amsden
04/30/19	000752249	920.62	(000818) 0222	Brea A. Cates
04/30/19	000752250	1,806.30	(000044) 9073	Betty Coronado
04/30/19	000752251	1,291.71	(000469) 9431	Micheal Cox
04/30/19	000752252	2,863.92	(000048) 6349	Tina Cremo
04/30/19	000752253	1,021.07	(000068) 8071	Linda Fisher
04/30/19	000752254	1,119.89	(000084) 5656	Leslie Hall
04/30/19	000752255	1,292.23	(000456) 8540	Angela Hammock
04/30/19	000752256	3,309.97	(000452) 4196	Sheraya Harmon
04/30/19	000752257	813.88	(000713) 1429	Eric Lang
04/30/19	000752258	807.02	(000627) 1305	Katherine Mobley
04/30/19	000752259	485.19	(000546) 3738	Cynthia O'brien
04/30/19	000752260	866.19	(000354) 3967	Natalie Sandidge
04/30/19	000752261	324.00	(000768) 1202	Haidee Solis
04/30/19	000752262	1,002.78	(000548) 7142	Jessica Bedolla
04/30/19	000752263	5,243.80	(000493) 1267	Tina Lyons
04/30/19	000752264	123.62	(000812) 7156	Bernhard Fricke
04/30/19	000752265	183.00	(000805) 2205	Abigael Galvez
04/30/19	000752266	515.07	(000294) 6137	Russell Gardner
04/30/19	000752267	247.37	(000789) 0013	Leobardo Garnica Jr.
04/30/19	000752268	267.97	(000790) 5077	John Hahn
04/30/19	000752269	123.68	(000814) 1527	Jake Houshmand
04/30/19	000752270	515.34	(000798) 0370	Rachanee Jackson
04/30/19	000752271	551.88	(000815) 3074	Kathy W. Jones
04/30/19	000752272	142.34	(000800) 0625	Julissa Morales
04/30/19	000752273	638.61	(000783) 3974	Ann Ryan
04/30/19	000752274	185.52	(000821) 4065	Barbara Turner
04/30/19	000752275	123.62	(000822) 0573	James Whiteaker
04/30/19	000752276	842.52	(000762) 3673	Araneli Andrade
04/30/19	000752277	1,525.60	(000574) 2457	Blanca Avina
04/30/19	000752278	1,007.16	(000284) 3036	Susan Correa
04/30/19	000752279	982.27	(000637) 3493	Jennifer Goodman
04/30/19	000752280	3,999.08	(000105) 6117	Jeff Isaksen
04/30/19	000752281	3,938.09	(000127) 5892	Courtney Lemenager
04/30/19	000752282	868.00	(000781) 5245	Sally Loeza
04/30/19	000752283	1,385.09	(000685) 7292	Andrea Manor
04/30/19	000752284	1,219.60	(000459) 1948	Nancy Montejano
04/30/19	000752285	1,389.21	(000550) 2374	Tiessa Santana

04/30/19	000752286	790.76	(000704) 3073	Ricky Zaragoza
04/30/19	000752287	2,596.73	(000336) 0479	Brandon Rader
04/30/19	000752288	3,346.17	(000778) 2276	Brandon Ruiz
04/30/19	000752289	2,797.36	(000751) 6229	Daniel Ruiz
04/30/19	000752290	2,662.52	(000186) 7772	Nick Schantz
Total for 04/30/19		59,040.17	Count	44
Total Employee Checks		128,986.02	Employee Checks Count	119
03/11/19	ACH-91200355	594.47	(000019) 6758	Agustin Bautista
03/11/19	ACH-91200356	17.05	(000438) 6716	Lizzette Berry
03/11/19	ACH-91200357	295.98	(000097) 0473	Sandra Huff
03/11/19	ACH-91200358	263.58	(000401) 7819	Ashley Martinez
03/11/19	ACH-91200359	263.02	(000208) 4527	Socorro Vargas
03/11/19	ACH-91200360	56.00	(000695) 1949	Nikole Burg
03/11/19	ACH-91200361	8.01	(000189) 3879	Gay Seaver
03/11/19	ACH-91200362	1,515.41	(000737) 0016	Christina Avera
03/11/19	ACH-91200363	91.26	(000787) 1508	Maria Garcia
03/11/19	ACH-91200364	586.73	(000124) 0734	Shannon Laux
03/11/19	ACH-91200365	861.94	(000131) 9381	Angel Lutz
03/11/19	ACH-91200366	962.03	(000806) 4093	Evangelina Martinez Hernandez
03/11/19	ACH-91200367	1,391.14	(000783) 3974	Ann Ryan
03/11/19	ACH-91200368	298.94	(000793) 8201	Donald Schroeder
03/11/19	ACH-91200369	436.91	(000786) 6951	Salli Wallace
03/11/19	ACH-91200370	288.51	(000036) 9578	Stephanie Coffman
03/11/19	ACH-91200371	370.38	(000702) 1122	Kimberly Turner
03/11/19	ACH-91200372	206.78	(000765) 8593	Matthew Vedo
Total for 03/11/19		8,508.14	Count	18
03/29/19	ACH-91200373	3,299.64	(000547) 3846	Mallory Alves
03/29/19	ACH-91200374	1,309.95	(000005) 0806	Toni Apaseo
03/29/19	ACH-91200375	2,395.82	(000014) 7837	Christina Bailey
03/29/19	ACH-91200376	3,900.02	(000016) 3111	Tiffany Bailey
03/29/19	ACH-91200377	3,604.17	(000400) 9166	Jennifer Barbee
03/29/19	ACH-91200378	2,408.47	(000019) 6758	Agustin Bautista
03/29/19	ACH-91200379	4,225.61	(000151) 1442	Karen Benning
03/29/19	ACH-91200380	886.27	(000438) 6716	Lizzette Berry
03/29/19	ACH-91200381	5,014.16	(000025) 0595	Jill Boeger
03/29/19	ACH-91200382	648.97	(000559) 8578	Natalii Chavez
03/29/19	ACH-91200383	886.72	(000757) 2956	Michelle Collins
03/29/19	ACH-91200384	2,224.37	(000749) 2065	Moses Espino
03/29/19	ACH-91200385	3,181.37	(000653) 2264	Catherine Fredrickson
03/29/19	ACH-91200386	970.86	(000758) 6263	Marjorie Gonzales
03/29/19	ACH-91200387	3,775.82	(000353) 9236	Jennifer Hardwick
03/29/19	ACH-91200388	5,350.11	(000088) 6030	Trisha Haugh
03/29/19	ACH-91200389	2,344.61	(000091) 6710	Rosemary Hicks
03/29/19	ACH-91200390	3,815.85	(000097) 0473	Sandra Huff
03/29/19	ACH-91200391	2,212.48	(000099) 7004	Maribel Hughes
03/29/19	ACH-91200392	5,232.38	(000101) 0515	James Imhoff
03/29/19	ACH-91200393	5,272.57	(000107) 6605	Deanna Jarrett
03/29/19	ACH-91200394	1,076.07	(000668) 4847	Jennifer Jelavich
03/29/19	ACH-91200395	3,637.44	(000753) 8391	Victoria Kachan
03/29/19	ACH-91200396	1,053.59	(000119) 3122	April Kraft
03/29/19	ACH-91200397	5,455.90	(000125) 1733	Jennifer Lay
03/29/19	ACH-91200398	3,493.27	(000618) 4614	Chloe Maccullough
03/29/19	ACH-91200399	3,304.71	(000401) 7819	Ashley Martinez

03/29/19	ACH-91200400	4,869.17	(000148) 4711	Jamie Myers
03/29/19	ACH-91200401	1,443.26	(000538) 0908	Alyssa Penhall
03/29/19	ACH-91200402	681.31	(000763) 7977	Stephanie Ponciano
03/29/19	ACH-91200403	593.92	(000759) 0891	Anthony Ramirez
03/29/19	ACH-91200404	920.81	(000171) 9060	Luisana Rangel
03/29/19	ACH-91200405	5,880.75	(000701) 6744	Jose Rodriguez
03/29/19	ACH-91200406	5,683.04	(000180) 9402	Cristina Rodriguez-Dully
03/29/19	ACH-91200407	2,787.96	(000184) 2251	Aurora Salazar
03/29/19	ACH-91200408	898.82	(000710) 4391	Luis Sanchez
03/29/19	ACH-91200409	1,198.81	(000654) 8708	Abel Sandoval
03/29/19	ACH-91200410	4,982.30	(000191) 6567	Melissa Slocum
03/29/19	ACH-91200411	2,474.21	(000404) 9842	Melissa Smith
03/29/19	ACH-91200412	5,164.86	(000204) 0639	Ryan Tietz
03/29/19	ACH-91200413	1,974.96	(000621) 0719	Andrea Uhlenkott
03/29/19	ACH-91200414	673.77	(000254) 3730	Christina Vargas
03/29/19	ACH-91200415	3,240.40	(000208) 4527	Socorro Vargas
03/29/19	ACH-91200416	4,100.67	(000220) 7332	Roberta Weiglein
03/29/19	ACH-91200417	736.05	(000555) 3048	Jennifer Bacon
03/29/19	ACH-91200418	3,436.23	(000425) 2949	Vernon Badaluco
03/29/19	ACH-91200419	3,471.65	(000613) 1919	Samantha Brooks
03/29/19	ACH-91200420	3,052.88	(000695) 1949	Nikole Burg
03/29/19	ACH-91200421	6,131.54	(000035) 3924	Rebecca Changus
03/29/19	ACH-91200422	3,768.81	(000046) 4487	Jennifer Corriea
03/29/19	ACH-91200423	6,110.29	(000047) 9239	Timothy Crabtree
03/29/19	ACH-91200424	1,413.59	(000058) 6096	Lesha Duron
03/29/19	ACH-91200425	5,470.89	(000074) 3530	Matthew Giffin
03/29/19	ACH-91200426	1,338.69	(000729) 5496	Allison Hernandez
03/29/19	ACH-91200427	3,309.48	(000616) 8880	Matthew Jessee
03/29/19	ACH-91200428	5,864.64	(000756) 7818	Casey Johnson
03/29/19	ACH-91200429	6,512.70	(000296) 6093	Eric Lay
03/29/19	ACH-91200430	5,400.81	(000493) 1267	Tina Lyons
03/29/19	ACH-91200431	1,907.59	(000133) 9466	Donna Mahorney
03/29/19	ACH-91200432	2,159.82	(000140) 3758	Lorie Meyers
03/29/19	ACH-91200433	3,829.17	(000500) 8861	Melissa Michalk
03/29/19	ACH-91200434	4,927.69	(000402) 0191	Mitchell Nail
03/29/19	ACH-91200435	4,853.01	(000153) 7683	Kimberly Olson
03/29/19	ACH-91200436	3,989.61	(000167) 9297	David Ramirez
03/29/19	ACH-91200437	3,975.71	(000551) 8619	Rebecca Ramirez
03/29/19	ACH-91200438	4,237.58	(000552) 7532	Rebecca Robertson
03/29/19	ACH-91200439	2,051.98	(000622) 0977	Cecilia Ruiz
03/29/19	ACH-91200440	1,651.16	(000189) 3879	Gay Seaver
03/29/19	ACH-91200441	3,844.14	(000494) 4062	Stephanie Stever
03/29/19	ACH-91200442	3,209.32	(000694) 5941	Jean Summerville
03/29/19	ACH-91200443	5,438.27	(000116) 1738	Lori Tanner
03/29/19	ACH-91200444	5,444.68	(000201) 7151	Heather Thomas
03/29/19	ACH-91200445	5,584.72	(000206) 8033	Darren Townzen
03/29/19	ACH-91200446	4,920.91	(000225) 1090	Joseph Williamson
03/29/19	ACH-91200447	3,577.86	(000608) 1887	John Wirt
03/29/19	ACH-91200448	3,860.97	(000517) 1617	Megan Zwald
03/29/19	ACH-91200449	2,975.43	(000737) 0016	Christina Avera
03/29/19	ACH-91200450	4,065.65	(000773) 6935	Callie Barber
03/29/19	ACH-91200451	2,761.40	(000614) 8050	Gayle Bradbury
03/29/19	ACH-91200452	2,815.89	(000760) 0002	Adam Dragoo

03/29/19	ACH-91200453	2,016.90	(000350) 3607	Maria Espindola
03/29/19	ACH-91200454	3,276.30	(000096) 7021	Zeba Hone
03/29/19	ACH-91200455	5,284.97	(000102) 1842	Lucille Imhoff
03/29/19	ACH-91200456	2,985.03	(000106) 0512	Roberta James
03/29/19	ACH-91200457	8,137.15	(000784) 8753	Scott Lantsberger
03/29/19	ACH-91200458	156.00	(000766) 1367	Chaena Laux
03/29/19	ACH-91200459	3,573.12	(000124) 0734	Shannon Laux
03/29/19	ACH-91200460	1,012.70	(000777) 7286	Grant Mayberry
03/29/19	ACH-91200461	9,824.73	(000340) 9469	Dwayne Newman
03/29/19	ACH-91200462	3,224.07	(000700) 6724	Lisa Nilsen Raymond
03/29/19	ACH-91200463	1,336.30	(000783) 3974	Ann Ryan
03/29/19	ACH-91200464	610.18	(000793) 8201	Donald Schroeder
03/29/19	ACH-91200465	4,343.61	(000002) 1263	Jennifer Alaniz
03/29/19	ACH-91200466	4,059.91	(000499) 6125	Stephanie Archibald
03/29/19	ACH-91200467	2,043.19	(000023) 6143	Maria Benitez
03/29/19	ACH-91200468	3,715.62	(000405) 8195	Ashley Bolstad
03/29/19	ACH-91200469	935.00	(000028) 2490	Nelda Britt
03/29/19	ACH-91200470	3,045.82	(000691) 5806	Lacey Brown
03/29/19	ACH-91200471	671.81	(000764) 1231	Kristin Cain
03/29/19	ACH-91200472	2,751.64	(000534) 8322	Kaylee Cano
03/29/19	ACH-91200473	1,129.76	(000036) 9578	Stephanie Coffman
03/29/19	ACH-91200474	3,586.94	(000620) 2579	Mary Colligan
03/29/19	ACH-91200475	964.96	(000061) 1881	Raymond Echavarria
03/29/19	ACH-91200476	995.61	(000063) 7864	Margaret Elguez
03/29/19	ACH-91200477	1,159.85	(000065) 3520	Paige Erisey
03/29/19	ACH-91200478	3,069.05	(000696) 9712	Patricia Farrell
03/29/19	ACH-91200479	1,045.87	(000067) 1381	Cuca Ferreira
03/29/19	ACH-91200480	3,998.26	(000752) 2332	Krystyna Frank
03/29/19	ACH-91200481	1,695.27	(000394) 3176	Lora Fusaro
03/29/19	ACH-91200482	727.04	(000776) 5529	Jada Garcia
03/29/19	ACH-91200483	3,341.17	(000754) 6167	Myra Garza
03/29/19	ACH-91200484	2,819.62	(000260) 9376	Victor Gomez
03/29/19	ACH-91200485	3,312.36	(000085) 4253	Heather Hamilton
03/29/19	ACH-91200486	4,010.75	(000755) 5612	Ellen Hester
03/29/19	ACH-91200487	929.91	(000810) 5723	Natalie Howard
03/29/19	ACH-91200488	5,929.69	(000109) 7405	Jodell Johnston
03/29/19	ACH-91200489	5,179.71	(000110) 0676	Daniel Kalisuch
03/29/19	ACH-91200490	3,153.28	(000111) 7261	Pamela Kalisuch
03/29/19	ACH-91200491	5,268.23	(000112) 1145	Lara Kelleher
03/29/19	ACH-91200492	3,896.12	(000118) 7596	Rasan Knox
03/29/19	ACH-91200493	3,603.57	(000615) 2864	Carly Kolpin
03/29/19	ACH-91200494	4,857.64	(000128) 5611	Erika Lemenager
03/29/19	ACH-91200495	668.18	(000674) 2475	Emily Mayberry
03/29/19	ACH-91200496	1,995.52	(000504) 9409	Juanita Morgan
03/29/19	ACH-91200497	1,455.75	(000554) 5876	Elia Ocampo
03/29/19	ACH-91200498	5,074.94	(000152) 8222	Kirsty Ochs
03/29/19	ACH-91200499	3,129.29	(000750) 5088	Rachael Pastorino
03/29/19	ACH-91200500	3,434.74	(000693) 7963	Jennifer Porter
03/29/19	ACH-91200501	1,793.77	(000172) 9814	Barbara Reece
03/29/19	ACH-91200502	4,124.10	(000175) 3196	Sarah Richter
03/29/19	ACH-91200503	4,414.47	(000177) 3291	Lilia Robles
03/29/19	ACH-91200504	4,560.10	(000223) 0285	Jennifer Rogowski
03/29/19	ACH-91200505	824.05	(000761) 4742	Alexander Roque

03/29/19	ACH-91200506	1,344.39	(000183) 1774	Sally Ryan
03/29/19	ACH-91200507	4,796.47	(000200) 3397	Maite Testerman
03/29/19	ACH-91200508	4,070.84	(000702) 1122	Kimberly Turner
03/29/19	ACH-91200509	1,414.55	(000209) 0885	Cristina Vazquez
03/29/19	ACH-91200510	3,526.33	(000765) 8593	Matthew Vedo
03/29/19	ACH-91200511	725.99	(000213) 2022	Wendy Villegas
03/29/19	ACH-91200512	3,748.51	(000553) 6565	Kari Vlahos
03/29/19	ACH-91200513	1,749.85	(000408) 2039	Angela Amador
03/29/19	ACH-91200514	1,675.33	(000384) 6901	Jessica Casillas
03/29/19	ACH-91200515	2,466.47	(000718) 0472	Raphael Delgado
03/29/19	ACH-91200516	2,285.20	(000056) 6461	Martha Deniz
03/29/19	ACH-91200517	3,816.51	(000502) 8547	Jamie Lay
03/29/19	ACH-91200518	2,893.79	(000336) 0479	Brandon Rader
03/29/19	ACH-91200519	2,452.51	(000279) 5040	Ronald Rogers
03/29/19	ACH-91200520	2,111.04	(000199) 4875	Perry Taylor
03/29/19	ACH-91200521	1,626.52	(000212) 4082	Armando Villanueva
03/29/19	ACH-91200522	2,206.17	(000460) 2337	Maria Villanueva
Total for 03/29/19		468,715.12	Count	150
04/10/19	ACH-91200523	835.11	(000019) 6758	Agustin Bautista
04/10/19	ACH-91200524	20.47	(000438) 6716	Lizzette Berry
04/10/19	ACH-91200525	427.52	(000097) 0473	Sandra Huff
04/10/19	ACH-91200526	110.25	(000668) 4847	Jennifer Jelavich
04/10/19	ACH-91200527	32.97	(000763) 7977	Stephanie Ponciano
04/10/19	ACH-91200528	379.47	(000654) 8708	Abel Sandoval
04/10/19	ACH-91200529	355.69	(000208) 4527	Socorro Vargas
04/10/19	ACH-91200530	17.79	(000555) 3048	Jennifer Bacon
04/10/19	ACH-91200531	115.15	(000552) 7532	Rebecca Robertson
04/10/19	ACH-91200532	2,213.83	(000788) 2901	Susan Barrett
04/10/19	ACH-91200533	787.12	(000787) 1508	Maria Garcia
04/10/19	ACH-91200534	604.99	(000124) 0734	Shannon Laux
04/10/19	ACH-91200535	667.98	(000131) 9381	Angel Lutz
04/10/19	ACH-91200536	448.70	(000806) 4093	Evangelina Martinez Hernandez
04/10/19	ACH-91200537	597.24	(000777) 7286	Grant Mayberry
04/10/19	ACH-91200538	515.07	(000783) 3974	Ann Ryan
04/10/19	ACH-91200539	920.10	(000793) 8201	Donald Schroeder
04/10/19	ACH-91200540	712.83	(000786) 6951	Salli Wallace
04/10/19	ACH-91200541	11.25	(000036) 9578	Stephanie Coffman
04/10/19	ACH-91200542	280.09	(000755) 5612	Ellen Hester
04/10/19	ACH-91200543	370.38	(000702) 1122	Kimberly Turner
04/10/19	ACH-91200544	408.29	(000718) 0472	Raphael Delgado
04/10/19	ACH-91200545	390.13	(000279) 5040	Ronald Rogers
Total for 04/10/19		11,222.42	Count	23
04/30/19	ACH-91200546	3,142.64	(000547) 3846	Mallory Alves
04/30/19	ACH-91200547	1,309.95	(000005) 0806	Toni Apaseo
04/30/19	ACH-91200548	2,238.81	(000014) 7837	Christina Bailey
04/30/19	ACH-91200549	3,743.01	(000016) 3111	Tiffany Bailey
04/30/19	ACH-91200550	3,447.17	(000400) 9166	Jennifer Barbee
04/30/19	ACH-91200551	2,408.47	(000019) 6758	Agustin Bautista
04/30/19	ACH-91200552	4,068.61	(000151) 1442	Karen Benning
04/30/19	ACH-91200553	886.27	(000438) 6716	Lizzette Berry
04/30/19	ACH-91200554	4,698.67	(000025) 0595	Jill Boeger
04/30/19	ACH-91200555	648.97	(000559) 8578	Natalii Chavez
04/30/19	ACH-91200556	811.52	(000757) 2956	Michelle Collins

04/30/19	ACH-91200557	2,224.37	(000749) 2065	Moses Espino
04/30/19	ACH-91200558	3,024.36	(000653) 2264	Catherine Fredrickson
04/30/19	ACH-91200559	288.00	(000767) 5220	Daphne Garcia
04/30/19	ACH-91200560	970.86	(000758) 6263	Marjorie Gonzales
04/30/19	ACH-91200561	3,887.38	(000353) 9236	Jennifer Hardwick
04/30/19	ACH-91200562	5,044.79	(000088) 6030	Trisha Haugh
04/30/19	ACH-91200563	2,344.63	(000091) 6710	Rosemary Hicks
04/30/19	ACH-91200564	3,658.84	(000097) 0473	Sandra Huff
04/30/19	ACH-91200565	2,212.48	(000099) 7004	Maribel Hughes
04/30/19	ACH-91200566	5,232.38	(000101) 0515	James Imhoff
04/30/19	ACH-91200567	5,115.56	(000107) 6605	Deanna Jarrett
04/30/19	ACH-91200568	787.70	(000668) 4847	Jennifer Jelavich
04/30/19	ACH-91200569	3,637.43	(000753) 8391	Victoria Kachan
04/30/19	ACH-91200570	1,053.59	(000119) 3122	April Kraft
04/30/19	ACH-91200571	5,298.89	(000125) 1733	Jennifer Lay
04/30/19	ACH-91200572	3,336.27	(000618) 4614	Chloe Maccullough
04/30/19	ACH-91200573	3,147.70	(000401) 7819	Ashley Martinez
04/30/19	ACH-91200574	4,869.16	(000148) 4711	Jamie Myers
04/30/19	ACH-91200575	1,443.26	(000538) 0908	Alyssa Penhall
04/30/19	ACH-91200576	668.12	(000763) 7977	Stephanie Ponciano
04/30/19	ACH-91200577	593.93	(000759) 0891	Anthony Ramirez
04/30/19	ACH-91200578	814.48	(000171) 9060	Luisana Rangel
04/30/19	ACH-91200579	5,880.75	(000701) 6744	Jose Rodriguez
04/30/19	ACH-91200580	5,526.04	(000180) 9402	Cristina Rodriguez-Dully
04/30/19	ACH-91200581	2,787.96	(000184) 2251	Aurora Salazar
04/30/19	ACH-91200582	898.82	(000710) 4391	Luis Sanchez
04/30/19	ACH-91200583	1,065.61	(000654) 8708	Abel Sandoval
04/30/19	ACH-91200584	5,772.03	(000191) 6567	Melissa Slocum
04/30/19	ACH-91200585	2,317.21	(000404) 9842	Melissa Smith
04/30/19	ACH-91200586	5,007.86	(000204) 0639	Ryan Tietz
04/30/19	ACH-91200587	1,874.62	(000621) 0719	Andrea Uhlenkott
04/30/19	ACH-91200588	673.77	(000254) 3730	Christina Vargas
04/30/19	ACH-91200589	3,083.39	(000208) 4527	Socorro Vargas
04/30/19	ACH-91200590	3,943.67	(000220) 7332	Roberta Weiglein
04/30/19	ACH-91200591	775.21	(000555) 3048	Jennifer Bacon
04/30/19	ACH-91200592	3,132.07	(000425) 2949	Vernon Badaluco
04/30/19	ACH-91200593	3,367.72	(000613) 1919	Samantha Brooks
04/30/19	ACH-91200594	3,035.99	(000695) 1949	Nikole Burg
04/30/19	ACH-91200595	5,531.54	(000035) 3924	Rebecca Changus
04/30/19	ACH-91200596	3,611.80	(000046) 4487	Jennifer Corriea
04/30/19	ACH-91200597	5,921.89	(000047) 9239	Timothy Crabtree
04/30/19	ACH-91200598	1,413.59	(000058) 6096	Lesha Duron
04/30/19	ACH-91200599	5,313.88	(000074) 3530	Matthew Giffin
04/30/19	ACH-91200600	1,338.70	(000729) 5496	Allison Hernandez
04/30/19	ACH-91200601	3,152.48	(000616) 8880	Matthew Jessee
04/30/19	ACH-91200602	5,864.67	(000756) 7818	Casey Johnson
04/30/19	ACH-91200603	6,355.48	(000296) 6093	Eric Lay
04/30/19	ACH-91200604	1,792.22	(000133) 9466	Donna Mahorney
04/30/19	ACH-91200605	2,159.85	(000140) 3758	Lorie Meyers
04/30/19	ACH-91200606	3,672.17	(000500) 8861	Melissa Michalk
04/30/19	ACH-91200607	4,630.12	(000402) 0191	Mitchell Nail
04/30/19	ACH-91200608	4,696.00	(000153) 7683	Kimberly Olson
04/30/19	ACH-91200609	3,832.60	(000167) 9297	David Ramirez

04/30/19	ACH-91200610	3,818.34	(000551) 8619	Rebecca Ramirez
04/30/19	ACH-91200611	4,528.05	(000552) 7532	Rebecca Robertson
04/30/19	ACH-91200612	2,051.98	(000622) 0977	Cecilia Ruiz
04/30/19	ACH-91200613	1,651.17	(000189) 3879	Gay Seaver
04/30/19	ACH-91200614	3,611.13	(000494) 4062	Stephanie Stever
04/30/19	ACH-91200615	3,052.31	(000694) 5941	Jean Summerville
04/30/19	ACH-91200616	5,438.28	(000116) 1738	Lori Tanner
04/30/19	ACH-91200617	5,256.28	(000201) 7151	Heather Thomas
04/30/19	ACH-91200618	5,053.31	(000206) 8033	Darren Townzen
04/30/19	ACH-91200619	4,763.90	(000225) 1090	Joseph Williamson
04/30/19	ACH-91200620	3,420.85	(000608) 1887	John Wirt
04/30/19	ACH-91200621	3,703.96	(000517) 1617	Megan Zwald
04/30/19	ACH-91200622	2,975.43	(000737) 0016	Christina Avera
04/30/19	ACH-91200623	4,065.65	(000773) 6935	Callie Barber
04/30/19	ACH-91200624	2,761.40	(000614) 8050	Gayle Bradbury
04/30/19	ACH-91200625	2,815.89	(000760) 0002	Adam Dragoo
04/30/19	ACH-91200626	2,016.92	(000350) 3607	Maria Espindola
04/30/19	ACH-91200627	825.14	(000787) 1508	Maria Garcia
04/30/19	ACH-91200628	129.29	(000820) 2181	Giovany Guzman
04/30/19	ACH-91200629	3,276.30	(000096) 7021	Zeba Hone
04/30/19	ACH-91200630	5,284.97	(000102) 1842	Lucille Imhoff
04/30/19	ACH-91200631	2,884.69	(000106) 0512	Roberta James
04/30/19	ACH-91200632	8,137.15	(000784) 8753	Scott Lantsberger
04/30/19	ACH-91200633	240.00	(000766) 1367	Chaena Laux
04/30/19	ACH-91200634	3,573.12	(000124) 0734	Shannon Laux
04/30/19	ACH-91200635	258.58	(000131) 9381	Angel Lutz
04/30/19	ACH-91200636	471.51	(000806) 4093	Evangelina Martinez Hernandez
04/30/19	ACH-91200637	639.60	(000777) 7286	Grant Mayberry
04/30/19	ACH-91200638	9,824.73	(000340) 9469	Dwayne Newman
04/30/19	ACH-91200639	3,224.07	(000700) 6724	Lisa Nilsen Raymond
04/30/19	ACH-91200640	1,183.05	(000793) 8201	Donald Schroeder
04/30/19	ACH-91200641	4,194.93	(000002) 1263	Jennifer Alaniz
04/30/19	ACH-91200642	2,865.45	(000499) 6125	Stephanie Archibald
04/30/19	ACH-91200643	2,043.19	(000023) 6143	Maria Benitez
04/30/19	ACH-91200644	3,558.62	(000405) 8195	Ashley Bolstad
04/30/19	ACH-91200645	935.00	(000028) 2490	Nelda Britt
04/30/19	ACH-91200646	2,888.82	(000691) 5806	Lacey Brown
04/30/19	ACH-91200647	749.33	(000764) 1231	Kristin Cain
04/30/19	ACH-91200648	2,594.63	(000534) 8322	Kaylee Cano
04/30/19	ACH-91200649	1,156.31	(000036) 9578	Stephanie Coffman
04/30/19	ACH-91200650	3,429.93	(000620) 2579	Mary Colligan
04/30/19	ACH-91200651	841.73	(000061) 1881	Raymond Echavarria
04/30/19	ACH-91200652	995.61	(000063) 7864	Margaret Elguez
04/30/19	ACH-91200653	1,164.85	(000065) 3520	Paige Erisey
04/30/19	ACH-91200654	2,912.04	(000696) 9712	Patricia Farrell
04/30/19	ACH-91200655	1,045.87	(000067) 1381	Cuca Ferreira
04/30/19	ACH-91200656	3,841.25	(000752) 2332	Krystyna Frank
04/30/19	ACH-91200657	1,695.26	(000394) 3176	Lora Fusaro
04/30/19	ACH-91200658	727.04	(000776) 5529	Jada Garcia
04/30/19	ACH-91200659	3,341.17	(000754) 6167	Myra Garza
04/30/19	ACH-91200660	2,819.62	(000260) 9376	Victor Gomez
04/30/19	ACH-91200661	3,155.35	(000085) 4253	Heather Hamilton
04/30/19	ACH-91200662	4,010.74	(000755) 5612	Ellen Hester

04/30/19	ACH-91200663	967.90	(000810) 5723	Natalie Howard		
04/30/19	ACH-91200664	5,929.69	(000109) 7405	Jodell Johnston		
04/30/19	ACH-91200665	5,022.71	(000110) 0676	Daniel Kalisuch		
04/30/19	ACH-91200666	2,995.83	(000111) 7261	Pamela Kalisuch		
04/30/19	ACH-91200667	6,312.72	(000112) 1145	Lara Kelleher		
04/30/19	ACH-91200668	3,739.12	(000118) 7596	Rasan Knox		
04/30/19	ACH-91200669	3,446.57	(000615) 2864	Carly Kolpin		
04/30/19	ACH-91200670	4,857.65	(000128) 5611	Erika Lemenager		
04/30/19	ACH-91200671	668.18	(000674) 2475	Emily Mayberry		
04/30/19	ACH-91200672	1,995.52	(000504) 9409	Juanita Morgan		
04/30/19	ACH-91200673	1,455.75	(000554) 5876	Elia Ocampo		
04/30/19	ACH-91200674	4,917.94	(000152) 8222	Kirsty Ochs		
04/30/19	ACH-91200675	2,972.29	(000750) 5088	Rachael Pastorino		
04/30/19	ACH-91200676	3,277.73	(000693) 7963	Jennifer Porter		
04/30/19	ACH-91200677	1,793.78	(000172) 9814	Barbara Reece		
04/30/19	ACH-91200678	3,967.09	(000175) 3196	Sarah Richter		
04/30/19	ACH-91200679	4,257.47	(000177) 3291	Lilia Robles		
04/30/19	ACH-91200680	4,402.81	(000223) 0285	Jennifer Rogowski		
04/30/19	ACH-91200681	795.10	(000761) 4742	Alexander Roque		
04/30/19	ACH-91200682	1,344.39	(000183) 1774	Sally Ryan		
04/30/19	ACH-91200683	4,639.46	(000200) 3397	Maite Testerman		
04/30/19	ACH-91200684	3,913.83	(000702) 1122	Kimberly Turner		
04/30/19	ACH-91200685	1,414.54	(000209) 0885	Cristina Vazquez		
04/30/19	ACH-91200686	3,526.32	(000765) 8593	Matthew Vedo		
04/30/19	ACH-91200687	725.99	(000213) 2022	Wendy Villegas		
04/30/19	ACH-91200688	3,591.50	(000553) 6565	Kari Vlahos		
04/30/19	ACH-91200689	1,749.85	(000408) 2039	Angela Amador		
04/30/19	ACH-91200690	1,675.33	(000384) 6901	Jessica Casillas		
04/30/19	ACH-91200691	2,466.47	(000718) 0472	Raphael Delgado		
04/30/19	ACH-91200692	2,285.20	(000056) 6461	Martha Deniz		
04/30/19	ACH-91200693	3,816.51	(000502) 8547	Jamie Lay		
04/30/19	ACH-91200694	2,554.93	(000279) 5040	Ronald Rogers		
04/30/19	ACH-91200695	2,111.04	(000199) 4875	Perry Taylor		
04/30/19	ACH-91200696	1,626.52	(000212) 4082	Armando Villanueva		
04/30/19	ACH-91200697	1,641.98	(000460) 2337	Maria Villanueva		
Total for 04/30/19		450,251.48		Count	152	
Total Employee ACH		938,697.16		Employee Advices Count	343	
Total for Colusa Unified School District		1,129,169.30		Total Count	494	
Fund 01	111	120,447.88	323	913,090.66	32	61,486.12
Fund 13	8	8,538.14	20	25,606.50		
Grand Totals		128,986.02	938,697.16	61,486.12		0.00
	119	343	32	0		

The Fund in this Fund Recap is the one associated with the individual items. For Employee Checks and Advices, it reflects the Fund with the highest amount, if the employee were actually charged to multiple Funds. The Fund for Vendor Checks and Payments is the Clearing Fund, if applicable. If a Clearing Fund is not used, it reflects the Fund with the highest liability amount.

Selection Grouped by Pay Date, Sorted by Type, Check Number, (Organization = 12)

ESCAPE ONLINE

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012 - Colusa Unified School District

Generated for Shannon Laux (SLAUX), Apr 29 2019 12:50PM

Includes Purchase Orders dated 03/01/2019 - 04/30/2019

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
BPO19-90059	Colusa County Farm Supply	CHS	Panels	01-4300	400.00
BPO19-90060	Valley Truck & Tractor Company	CHS	Supplies	01-4300	350.00
BPO19-90061	LCMS Awards	EMS	8th Grade Graduation Plaques, Medals	01-4300	215.00
BPO19-90062	Yary Sports Photography	EMS	8th Grade Graduation Photos	95-4300	2,700.00
BPO19-90063	Riverside Lanes	EMS	8th Grade Bowling Graduation Night	95-4300	1,100.00
BPO19-90064	AC Supply Company	CHS	Physics Supplies	01-4300	297.86
BPO19-90065	PASCO	CHS	Supplies	01-6200	13,000.00
BPO19-90066	Carolina Biological Supply Co.	CHS	Supplies	01-6200	2,000.00
BPO19-90067	Quill Corporation	CHS	Classroom Supplies	01-4300	160.00
BPO19-90068	Amazon Capital Services	CHS	Supplies	01-4300	2,200.00
BPO19-90069	Quill Corporation	CHS	Supplies	01-4300	2,600.00
BPO19-90070	Follett Library Resources	CHS	Books	01-4200	1,200.00
BPO19-90071	School Specialty	CHS	PE Equipment	01-4300	500.00
BPO19-90072	The Writing Company	CHS	Books	01-4200	660.00
BPO19-90073	Formal Fashions	CHS	Uniforms	01-4300	1,700.00
BPO19-90074	Dick Blick	CHS	Art Supplies	01-4300	810.00
BPO19-90075	Round Table Pizza	BPS	Supplies	01-4300	118.98
BPO19-90076	Amazon Capital Services	CHS	Supplies	01-4300	411.44
BPO19-90077	Chico Screen Printing	CHS	Polo Shirts	01-4300	2,300.00
BPO19-90078	Amazon Capital Services	CHS	supplies	01-5800	175.00
BPO19-90079	Quill Corporation	CHS	Office Supplies	01-4300	2,777.00
BPO19-90080	JW Pepper	CHS	Various Music	01-4300	400.00
BPO19-90081	Riverbank Pizza	BPS	Supplies	01-4300	100.00
BPO19-90082	Riverside Lanes	BPS	Supplies	01-4300	100.00
BPO19-90083	Riverbank Pizza	BPS	Supplies	01-4300	80.00
BPO19-90084	Riverside Lanes	BPS	Bowling Coupons	01-4300	40.00
BPO19-90085	City of Colusa	EMS	Pool Rental for 4-6th Grades & ASES Program	01-5800	1,000.00
BPO19-90086	Sargent Welch	CHS	Lab Supplies	01-6200	2,400.00
BPO19-90087	Carolina Biological Supply Co.	CHS	Supplies	01-4300	2,700.00
PO19-00523	Benchmark Education Co., LLC	EMS	Textbooks	01-4100	837.62
PO19-00524	Quill Corporation	BPS	Office Supplies	01-4300	1,201.65
PO19-00525	Amazon Capital Services	BPS	Tech supplies	01-4300	30.01
PO19-00526	CDW-Government	CHS	supplies	01-4300	1,668.06
PO19-00527	Activate Learning	CHS	Books	01-4100	17,156.33
PO19-00528	Yuba College	MOT	Bus Renewal Courses	01-5200	420.00
PO19-00529	Amazon Capital Services	BPS	Classroom Supplies	01-4300	69.80
PO19-00530	Amazon Capital Services	CHS	Laptop and airpods	01-4300	629.58
PO19-00531	Quill Corporation	CHS	Supplies	01-4300	479.35
PO19-00532	Quill Corporation	CHS	Supplies	01-4300	237.79
PO19-00533	Amazon Capital Services	BPS	Supplies	01-4300	66.09
PO19-00534	JW Pepper	BPS	SUPPLIES	01-4300	75.33
PO19-00535	Quill Corporation	CHS	Chairs	01-4400	820.43

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1 of 4

Includes Purchase Orders dated 03/01/2019 - 04/30/2019

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO19-00536	Amazon Capital Services	CHS	Lighting	01-4300	788.36
PO19-00537	CDW-Government	CHS	HP Pro	01-4300	262.76
PO19-00538	North State Screenprinting & Athletic	BPS	Supplies/Spring Program T-Shirts	01-4300	3,367.11
PO19-00539	CDW-Government	EMS	Supplies	01-4300	2,326.52
PO19-00540	CDW-Government	EMS	Supplies	01-4400	1,394.25
PO19-00541	Academic Therapy Publications High Noon Books	EMS	Books	01-4100	297.32
PO19-00542	Lakeshore Learning	BPS	Classroom Supplies	01-4300	342.31
PO19-00543	JW Pepper	EMS	Music CD	01-4200	453.58
PO19-00544	CDW-Government	BPS	Supplies	01-4400	1,665.59
PO19-00545	Amazon Capital Services	BPS	Supplies	01-4400	25.66
PO19-00546	Amazon Capital Services	CHS	Equipment	01-4300	2,069.62
PO19-00547	Amazon Capital Services	CHS	PE Equipment	01-4300	235.84
PO19-00548	Amazon Capital Services	CHS	Speaker	01-4300	69.70
PO19-00549	Amazon Capital Services	CHS	DVD	01-4300	297.44
PO19-00550	Amazon Capital Services	BPS	Supplies	01-4300	180.33
PO19-00551	Golfand Sunsplash	EMS	8th Grade Graduation Trip	95-4300	2,839.44
PO19-00552	Quill Corporation	BPS	Supplies	01-4400	952.29
PO19-00553	TNT School Supplies, Inc.	BPS	supplies	01-4300	511.26
PO19-00554	Perma-Bound	CHS	Books	01-4300	909.48
PO19-00555	Newark Element 14	CHS	Robot Supplies	01-4300	236.22
PO19-00556	PASCO	CHS	Scales	01-4300	91.08
PO19-00557	Amazon Capital Services	EMS	School Project Supplies	01-4300	58.26
PO19-00558	Bureau of Education & Research	CHS	Conference	01-5200	259.00
PO19-00559	FBLA Marketplace	CHS	Graduation Items	01-4300	340.34
PO19-00560	Quill Corporation	BPS	Supplies	01-4300	1,427.07
PO19-00561	Perma-Bound	CHS	Books	01-4300	1,308.71
PO19-00562	Bureau of Education & Research	EMS	Writing & Grammar Conference	01-5200	259.00
PO19-00563	School Specialty	EMS	Classroom Supplies Project	01-4300	26.48
PO19-00564	Quill Corporation	CHS	Cardstock	01-4300	53.61
PO19-00565	Lampo Group LLC	CHS	Books	01-4100	2,358.32
PO19-00566	Amazon Capital Services	BPS	Supplies	01-4300	443.87
PO19-00567	Continental Press	CHS	Books	01-4300	101.26
PO19-00568	Data Works	CHS	Workbooks	01-4200	1,201.08
PO19-00569	DEMCO	CHS	Library Supplies	01-4200	131.14
PO19-00570	Amazon Capital Services	EMS	Paperback Books	01-4300	40.00
PO19-00571	Math Learning Center	BPS	Supplies	01-4300	144.60
PO19-00572	Basketball Products Intl	EMS	Winch for Basketball Backboards in Gym	01-4400	1,302.67
PO19-00573	Anthem Sports	EMS	Basketball Backboard and Goals for Gym	01-4400	3,490.13
PO19-00574	Infinite Campus	DO	Aeries Report	01-5800	321.75
PO19-00575	Virco Manufacturing Corporation	EMS	Tables, Teacher Desk, Chairs, & Bookcases	01-4400	4,091.57

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ESCAPE ONLINE

Page 2 of 4

Includes Purchase Orders dated 03/01/2019 - 04/30/2019

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
PO19-00576	K-LOG	CHS	Furniture	01-4400	3,821.03
PO19-00577	Cerebellum Corporation	BPS	SUPPLIES	01-4300	670.49
PO19-00578	Riso Products	BPS	SUPPLIES	01-4300	427.25
PO19-00579	School Specialty	BPS	SUPPLIES	01-4300	859.33
PO19-00580	Amazon Capital Services	BPS	Supplies	01-4300	120.95
PO19-00581	General Binding Corp.	BPS	Supplies	01-4300	287.45
PO19-00582	Math Learning Center	BPS	SUPPLIES	01-4100	4,285.71
PO19-00583	Peripole Inc.	EMS	Recorders	01-4300	318.17
PO19-00584	Groth Music Company	EMS	Recorder Cases	01-4300	62.55
PO19-00585	Amazon Capital Services	BPS	SUPPLIES	01-4300	241.31
PO19-00586	Really Good Stuff	BPS	Supplies	01-4300	92.44
PO19-00587	School Specialty	EMS	School/Office Supplies	01-4300	858.82
PO19-00588	Really Good Stuff	BPS	SUPPLIES	01-4300	130.83
PO19-00589	Amazon Capital Services	BPS	SUPPLIES	01-4300	506.08
PO19-00590	Benchmark Education Co., LLC	EMS	Textbook Set Grade 2, 3 & 4th	01-4100	4,461.00
				01-4300	885.00
PO19-00591	CDW-Government	EMS	Chromebook & Management License Quote #KMFP069	01-4400	3,420.25
PO19-00592	Zamora Sod Farm	MOT	RTF SOD (Supplies)	01-4300	566.28
PO19-00593	ARC Alternatives	DO	Solar Feasability Study	01-5800	9,584.00
PO19-00594	Bedford, Freeman & Worth	CHS	AP Government Book Online	01-4100	18,197.28
PO19-00595	Pearson	CHS	BOOKS	01-4100	32,526.22
PO19-00596	Amazon Capital Services	CHS	lab supplies	01-6200	117.99
PO19-00597	Sargent Welch	CHS	Science items	01-6200	3,280.77
PO19-00598	Quill Corporation	CHS	Chairs	01-4400	368.16
PO19-00599	PASCO	CHS	supplies	01-4300	1,991.39
Total Number of POs			106	Total	190,943.09

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund/County Sch.srv.fd	103	184,303.65
95	Student Body Fund	3	6,639.44
Total			190,943.09

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Includes Purchase Orders dated 03/01/2019 - 04/30/2019

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
BPO19-90008	8,000.00	01-4300	General Fund/County Sch.srv.fd/MATERIALS & SUPPLIES	4,502.85
BPO19-90033	4,500.00	01-4300	General Fund/County Sch.srv.fd/MATERIALS & SUPPLIES	3,389.50
BPO19-90034	5,000.00	01-4300	General Fund/County Sch.srv.fd/MATERIALS & SUPPLIES	1,370.15
BPO19-90035	9,500.00	01-4300	General Fund/County Sch.srv.fd/MATERIALS & SUPPLIES	6,883.48
Total PO Changes				16,145.98

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Colusa Unified School District and Colusa Education Association Tentative Agreement

Page | 1

The Colusa Unified School District Board of Trustees and the Colusa Education Association have tentatively agreed to settle collective bargaining issues for the 2018– 2019 school year per the following:

Item 1.

Term of the contract is July, 1 2018 – June, 30 2021

Item 2.

The calendar for the 2020/2021 is attached as Appendix A.

Item 3.

Proposed Language

Article XIII

Transfers

3. Publication of Vacancies

- a. A “vacancy” is any new position, an opening arising from a resignation, retirement, or termination, any position to which a unit member is not assigned or which is not committed for the purposes of leaves, unresolved involuntary transfers or layoffs.
- b. All unit vacancies which occur between November 1 and June 30th of the current school year, and which are not part of unresolved involuntary transfers, will be posted. These positions may be filled from internal applicants.
- c. Subject to the provisions set forth above, notices of vacancies shall remain posted for at least five (5) working days. Vacancy notices shall be posted as soon as the District determines that a vacancy exists and shall include the position description and location, grade level or subject matter assignment, credential and other special requirements.
- d. District shall publish vacancies through the mass email of District accounts. Teachers wishing to be informed of vacancies which occur during the summer shall check their email frequently during the summer months.

4. Voluntary Transfers

- a. Teachers may request voluntary transfers. Teachers requesting voluntary transfers shall submit the request in writing to the Human Resources Office. This request shall be submitted by the deadline posted in the notice of vacancy. During the summer, notice of intent to request voluntary transfer may

be communicated by phone to the Human Resources Office to be followed by a written request for the transfer.

- b. Requests for voluntary transfers for each vacancy filled shall be processed as follows:
 - 1. The Human Resources Office shall determine whether each unit member requesting the transfer holds the necessary credential and endorsements/authorizations.
 - 2. Of those requesting a transfer, the appropriately credentialed unit members shall be informally interviewed. Unit members may be offered the posted position(s) prior to any hiring of qualified non-unit applicants.
 - 3. If a voluntary transfer is denied and the unit member requests reasons for the denial, the appropriate site administrator shall meet with the unit member to discuss the specific reasons.

Current Language:

Article XIII

Transfers

3. Publication of Vacancies

- a. A “vacancy” is any new position, an opening arising from a resignation, retirement, or termination, any position to which a unit member is not assigned or which is not committed for the purposes of leaves, unresolved involuntary transfers or layoffs.
- b. All unit vacancies which occur between November 1 and June 30th of the current school year, and which are not part of unresolved involuntary transfers, will be posted. These positions may be filled from internal applicants.
- c. Subject to the provisions set forth above, notices of vacancies shall remain posted for at least five (5) working days in the District administration office, school site main offices, and staff rooms at each site. Vacancy notices shall be posted as soon as the District determines that a vacancy exists and shall include the position description and location, grade level or subject matter assignment, credential and other special requirements.
- d. District shall publish vacancies through the mass email of District accounts. Teachers wishing to be informed of vacancies which occur during the summer shall make their request in writing to the Superintendent and provide a self-addressed envelope or internet email address. This request shall be submitted no later than the last workday of the school year. The date the notice of vacancy is post marked shall be considered the date of notification.

4. Voluntary Transfers

- a. Teachers may request voluntary transfers. Teachers requesting voluntary transfers shall submit the request in writing to the Superintendent. This request shall be submitted within five working days of the publicizing of the notice of vacancy in-house. During the summer, notice of intent to request voluntary transfer may be communicated by phone to the Superintendent to be followed by a written request for the transfer. The telephone notice or written request must be received within five (5) workdays of notice of the vacancy.
- b. Requests for voluntary transfers for each vacancy filled shall be processed as follows:
 - 1. The Personnel Office shall determine whether each unit member requesting the transfer holds the necessary credential and endorsements/ authorizations.

2. Of those requesting a transfer, the appropriately credentialed unit members shall be informally interviewed by the site administrator. Unit members may be offered the posted position(s) prior to any hiring of qualified non-unit applicants.

3. If a voluntary transfer is denied and the unit member requests reasons for the denial, the appropriate site administrator shall meet with the unit member to discuss the specific reasons.

Page | 3

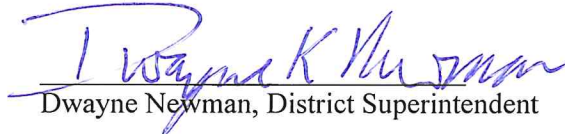
Item 4.

ARTICLE X SALARIES

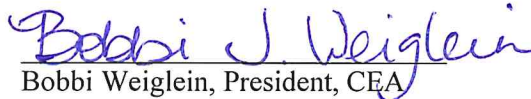
1. A 2% increase to the Certificated Salary Schedule effective July 1, 2018. Retro payments do not apply to anything other than regular annual pay listed on the Certificated Salary Schedule. (Updated Certificated Salary Schedule attached as Appendix B) A 1% increase to the Certificated Salary Schedule effective July 1, 2019. (Updated Certificated Salary Schedule attached as Appendix C)

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

Date: 5/13/19


Dwayne Newman, District Superintendent

Date: 5/13/19


Bobbi Weiglein, President, CEA

COLUSA UNIFIED SCHOOL DISTRICT
745 Tenth St.
Colusa, CA 95932

2020 - 2021 SCHOOL CALENDAR

S	M	T	W	Th	F	S
July						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	Th	F	S
August						
						1
2	3	4	5	6	7	8
9	{10}	{11}	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 10-11: Preservice Days
August 12: First Day of School

S	M	T	W	Th	F	S
September						
		1	2	3	4	5
6	/7/	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

S	M	T	W	Th	F	S
October						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	[30]	31

September 7: Labor Day

October 30: Parent/Teacher Conf. K-6
7-12 In-service

S	M	T	W	Th	F	S
November						
1	2	3	4	5	6	7
8	9	10	/11/	12	13	14
15	16	17	18	19	20	21
22	23	24	[25]	/26/	[27]	28
29	30					

S	M	T	W	Th	F	S
December						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	<18>	19
20	[21]	[22]	[23]	/24/	/25/	26
27	[28]	[29]	[30]	[31]		

November 11: Veterans' Day
November 25-27: Thanksgiving Break

December 18: Minimum Day
December 21 - January 3: Winter Break

S	M	T	W	Th	F	S
January						
					/1/	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	/18/	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	Th	F	S
February						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	/15/	/16/	[17]	[18]	[19]	20
21	22	23	24	25	26	27
28						

January 18: Dr. Martin Luther King Day

February 15: President's Day
February 16: Lincoln's Birthday (observed)
February 15-19: No School

S	M	T	W	Th	F	S
March						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	Th	F	S
April						
				1	<2>	3
4	[5]	[6]	[7]	[8]	[9]	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

March 30 - May 6: State Testing Window

April 2: Minimum Day
April 5 - April 9: Spring Break

S	M	T	W	Th	F	S
May						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	<27>	<28>	29
30	/31/					

S	M	T	W	Th	F	S
June						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 31: Memorial Day

May 27: Home School/CAHS/EMS Graduation
May 28: Last day of school/CHS Graduation

June 3-6: Colusa County Fair

REQUIRED CLASSIFIED HOLIDAYS:

July 4: Independence Day
Sept 7: Labor Day
Nov 11: Veterans' Day Observed
Nov 25-27: Thanksgiving

Dec 24: Christmas Eve
Dec 25: Christmas Day
Dec 31: In Lieu of Admission Day
Jan 1: New Year's Day

Jan 18: Dr. Martin Luther King Day
Feb 15: President's Day
Feb 16: Lincoln's Birthday (observed)
May 25: Memorial Day

LEGEND: null

/ / Legal Holiday
[] Break
{ } Preservice Day
< > Minimum Day

*Board Approved:

Appendix B

Certificated 18.19

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

2018-19 Certificated Salary Schedule

Increase 2.0% Adopted XXXXX, 2019. Retro to July 1, 2018 Base Salary Only.

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
186 Days	BA +15	BA +30	BA +45 or MA	BA +60 or MA +15	BA +80 or MA +30
STEP 1	50,876	52,364	52,737	53,108	53,481
STEP 2	52,364	52,737	53,108	53,481	55,131
STEP 3	52,737	53,108	53,481	55,131	56,834
STEP 4	53,108	53,481	55,131	56,834	58,591
STEP 5	53,481	55,131	56,834	58,591	60,399
STEP 6	55,131	56,834	58,591	60,399	62,265
STEP 7	56,834	58,591	60,399	62,265	64,191
STEP 8		60,399	62,265	64,191	66,174
STEP 9		62,265	64,191	66,174	68,220
STEP 10			66,174	68,220	70,327
STEP 11			68,220	70,327	72,499
STEP 12				72,499	74,741
STEP 13				74,741	77,051
STEP 16				79,437	81,892
STEP 19				84,427	87,038
STEP 22				89,733	92,760

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

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

SALARY RELATED BENEFITS

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

Health / Vision / Dental: Plan Year is 10-1-18 to 9-30-19

District annual contribution to medical premiums is capped at \$10,504.80 per Employee

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

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

Annual Work Year: 186 Days

AG Teacher Work Year: 186 Days plus 20% extended contract

Professional Hourly Rate is calculated at Class I / Step 1 divided by 6.

Appendix C

Certificated 19.20

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

2019-20 Certificated Salary Schedule

Increase 1.0% Adopted XXXXX, 2019.

STEP	CLASS I	CLASS II	CLASS III	CLASS IV	CLASS V
186 Days	BA +15	BA +30	BA +45 or MA	BA +60 or MA +15	BA +80 or MA +30
STEP 1	51,385	52,888	53,264	53,639	54,016
STEP 2	52,888	53,264	53,639	54,016	55,682
STEP 3	53,264	53,639	54,016	55,682	57,402
STEP 4	53,639	54,016	55,682	57,402	59,177
STEP 5	54,016	55,682	57,402	59,177	61,003
STEP 6	55,682	57,402	59,177	61,003	62,888
STEP 7	57,402	59,177	61,003	62,888	64,833
STEP 8		61,003	62,888	64,833	66,836
STEP 9		62,888	64,833	66,836	68,902
STEP 10			66,836	68,902	71,030
STEP 11			68,902	71,030	73,224
STEP 12				73,224	75,488
STEP 13				75,488	77,822
STEP 16				80,231	82,711
STEP 19				85,271	87,908
STEP 22				90,630	93,688

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

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

SALARY RELATED BENEFITS

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

Health / Vision / Dental: Plan Year is 10-1-19 to 9-30-20

District annual contribution to medical premiums is capped at \$10,504.80 per Employee

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

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

Annual Work Year: 186 Days

AG Teacher Work Year: 186 Days plus 20% extended contract

Professional Hourly Rate is calculated at Class I / Step 1 divided by 6.

Approval of the AB1200 Disclosure of Collective Bargaining Agreement with the Colusa Education Association School (Business Services).

Recommended Motion:

The Administration requests for approval of the AB1200 Disclosures of Collective Bargaining Agreement with the Colusa Education Association.

Rationale:

Government Code Section 3547.5 requires that the financial impact of a tentative agreement between a school district and a collective bargaining unit be disclosed in a specified format. This disclosure has several elements that highlight the impact to the general fund in the current and future fiscal years. The disclosure also requires that the District Superintendent and Chief Business Officer certify that the agreement being disclosed can be afforded by the District. The disclosure is also submitted to the District's oversight authority for review.

The AB1200 Disclosure of Collective Bargaining Agreement with the Colusa Education Association being brought forth is for fiscal years 2018-2019 and 2019-2020. The disclosure identifies the cost of the agreement, notes any changes in contract language that have a significant cost impact, as well as identifies the impact the agreement has in the current year.

Financial Impact:

The initial financial impact to the District is estimated at \$198,347. The impact to funds other than the General Fund, Fund 01, if any, are noted in the attached disclosure.

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

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

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

Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2018** and ending: **June 30, 2020**
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **20-May-19**
(date)

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

A. Proposed Change in Compensation

Compensation	Annual Cost Prior to Proposed Agreement FY18-19	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 18-19	Year 2 Increase/(Decrease) FY 19-20	Year 3 Increase/(Decrease) FY 20-21
1 Salary Schedule Increase (Decrease)	\$ 5,389,746	\$ 107,795	\$ 54,975	\$ -
		2.0000%	1.0000%	0.0000%
2 Step and Column - Increase (Decrease) Due to movement plus any changes due to settlement	\$ -	\$ -	\$ 2,442	\$ -
		%	%	0.0000%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	\$ -	\$ -	\$ -	\$ -
		%	%	%
Extra duty stipend schedule	\$ -	\$ -	\$ -	\$ -
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.	\$ 1,096,131	\$ 21,645	\$ 11,490	\$ -
		1.9747%	1.0279%	0.0000%
5 Health/Welfare Plans: capped plan \$10,505 per employee	\$ 811,030	\$ -	\$ -	\$ -
		0.0000%	0.0000%	0.0000%
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 7,296,907.69	\$ 129,440	\$ 68,907	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	79.00			
8 Total Compensation Average Cost per Employee	\$ 92,365.92	1638.482784	872.2383147	0
		1.77%	0.93%	0.00%

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

2.0% added to Salary Schedule Placement effective July 1, 2018 and an additional 1% added to the Salary Schedule Placement effective July 1, 2019.

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

No

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

No

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

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

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

n/a

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

No

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

n/a

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

No. Current budget for salaries and benefits cover the cost of the increase.

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

None

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

General Fund

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

n/a

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

LCFF increases from COLA. Future budget years expected to be structurally balanced using a zero-based budgeting model.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit: Certificated (CEA-CTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 14,845,870		\$ -	\$ 14,845,870
Remaining Revenues (8100-8799)	\$ 668,582	\$ -	\$ -	\$ 668,582
TOTAL REVENUES	\$ 15,514,452	\$ -	\$ -	\$ 15,514,452
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 6,415,588	\$ 105,976	\$ -	\$ 6,521,564
Classified Salaries (2000-2999)	\$ 1,936,342	\$ -	\$ -	\$ 1,936,342
Employee Benefits (3000-3999)	\$ 3,033,736	\$ 21,280	\$ -	\$ 3,055,016
Books and Supplies (4000-4999)	\$ 809,712	\$ -	\$ -	\$ 809,712
Services, Other Operating Expenses (5000-5999)	\$ 1,234,650	\$ -	\$ (66,000)	\$ 1,168,650
Capital Outlay (6000-6599)	\$ 122,000	\$ -	\$ -	\$ 122,000
Other Outgo (7100-7299) (7400-7499)	\$ 75,045	\$ -	\$ -	\$ 75,045
Direct Support/Indirect Cost (7300-7399)	\$ (47,459)	\$ -	\$ -	\$ (47,459)
Other Adjustments				
TOTAL EXPENDITURES	\$ 13,579,613	\$ 127,256	\$ (66,000)	\$ 13,640,869
OPERATING SURPLUS (DEFICIT)	\$ 1,934,839	\$ (127,256)	\$ 66,000	\$ 1,873,583
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 20,000	\$ -	\$ -	\$ 20,000
CONTRIBUTIONS (8980-8999)	\$ 1,893,373		\$ (101,500)	\$ 1,791,873
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 21,466	\$ (127,256)	\$ 167,500	\$ 61,710
BEGINNING BALANCE	\$ 1,668,830			\$ 1,668,830
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,690,295	\$ (127,256)	\$ 167,500	\$ 1,730,539
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	\$ 30,350	\$ -	\$ -	\$ 30,350
Restricted (9730-9749)	\$ -	\$ -	\$ -	\$ -
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ 805,490	\$ -	\$ -	\$ 805,490
Unassigned (9789-9790)	\$ 854,455	\$ (127,256)	\$ 167,500	\$ 894,699

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit: Certificated (CEA-CTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 1,596,201	\$ -	\$ -	\$ 1,596,201
TOTAL REVENUES	\$ 1,596,201	\$ -	\$ -	\$ 1,596,201
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 163,500	\$ 1,819	\$ (63,500)	\$ 101,819
Classified Salaries (2000-2999)	\$ 536,100	\$ -	\$ -	\$ 536,100
Employee Benefits (3000-3999)	\$ 672,736	\$ 365	\$ (38,494)	\$ 634,608
Books and Supplies (4000-4999)	\$ 237,840	\$ -	\$ (1,690)	\$ 236,150
Services, Other Operating Expenses (5000-5999)	\$ 358,576	\$ -	\$ -	\$ 358,576
Capital Outlay (6000-6599)	\$ 230,173	\$ -	\$ -	\$ 230,173
Other Outgo (7100-7299) (7400-7499)	\$ 1,263,100	\$ -	\$ -	\$ 1,263,100
Direct Support/Indirect Cost (7300-7399)	\$ 27,459	\$ -	\$ -	\$ 27,459
Other Adjustments				
TOTAL EXPENDITURES	\$ 3,489,485	\$ 2,184	\$ (103,684)	\$ 3,387,985
OPERATING SURPLUS (DEFICIT)	\$ (1,893,284)	\$ (2,184)	\$ 103,684	\$ (1,791,784)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 1,893,373	\$ -	\$ (101,500)	\$ 1,791,873
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 89	\$ (2,184)	\$ 2,184	\$ 89
BEGINNING BALANCE	\$ 48,874			\$ 48,874
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 48,963	\$ (2,184)	\$ 2,184	\$ 48,963
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	\$ -	\$ -	\$ -	\$ -
Restricted (9730-9749)	\$ 48,963	\$ -	\$ -	\$ 48,963
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ -	\$ -	\$ -	\$ -
Unassigned (9789-9790)	\$ (0)	\$ (2,184)	\$ 2,184	\$ (0)

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit: Certificated (CEA-CTA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$ 14,845,870	\$ -	\$ -	\$ 14,845,870
Remaining Revenues (8100-8799)	\$ 2,264,783	\$ -	\$ -	\$ 2,264,783
TOTAL REVENUES	\$ 17,110,653	\$ -	\$ -	\$ 17,110,653
EXPENDITURES				
Certificated Salaries (1000-1999)	\$ 6,579,088	\$ 107,795	\$ (63,500)	\$ 6,623,383
Classified Salaries (2000-2999)	\$ 2,472,442	\$ -	\$ -	\$ 2,472,442
Employee Benefits (3000-3999)	\$ 3,706,472	\$ 21,645	\$ (38,494)	\$ 3,689,623
Books and Supplies (4000-4999)	\$ 1,047,552	\$ -	\$ (1,690)	\$ 1,045,862
Services, Other Operating Expenses (5000-5999)	\$ 1,593,226	\$ -	\$ (66,000)	\$ 1,527,226
Capital Outlay (6000-6599)	\$ 352,173	\$ -	\$ -	\$ 352,173
Other Outgo (7100-7299) (7400-7499)	\$ 1,338,145	\$ -	\$ -	\$ 1,338,145
Direct Support/Indirect Cost (7300-7399)	\$ (20,000)	\$ -	\$ -	\$ (20,000)
Other Adjustments				
TOTAL EXPENDITURES	\$ 17,069,099	\$ 129,440	\$ (169,684)	\$ 17,028,855
OPERATING SURPLUS (DEFICIT)	\$ 41,554	\$ (129,440)	\$ 169,684	\$ 81,798
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 20,000	\$ -	\$ -	\$ 20,000
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 21,554	\$ *	\$ 169,684	\$ 61,798
BEGINNING BALANCE	\$ 1,717,704			\$ 1,717,704
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
CURRENT-YEAR ENDING BALANCE	\$ 1,739,258	\$ (129,440)	\$ 169,684	\$ 1,779,502
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	\$ 30,350	\$ -	\$ -	\$ 30,350
Restricted (9730-9749)	\$ 48,963	\$ -	\$ -	\$ 48,963
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ 805,490	\$ -	\$ -	\$ 805,490
Unassigned (9789-9790)	\$ 854,455	\$ (129,440)	\$ 169,684	\$ 894,699

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

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

Multiyear Projection - Combined General Fund

Bargaining Unit: Certificated (CEA-CTA)

	FY 18-19	FY 19-20	FY 20-21
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$ 14,845,870	\$ 15,420,164	\$ 15,811,546
Remaining Revenues (8100-8799)	\$ 2,264,783	\$ 1,952,021	\$ 1,992,052
TOTAL REVENUES	\$ 17,110,653	\$ 17,372,185	\$ 17,803,598
EXPENDITURES			
Certificated Salaries (1000-1999)	\$ 6,623,383	\$ 6,822,733	\$ 6,959,188
Classified Salaries (2000-2999)	\$ 2,472,442	\$ 2,521,891	\$ 2,572,329
Employee Benefits (3000-3999)	\$ 3,689,623	\$ 3,800,312	\$ 3,914,321
Books and Supplies (4000-4999)	\$ 1,045,862	\$ 899,973	\$ 917,972
Services, Other Operating Expenses (5000-5999)	\$ 1,527,226	\$ 1,625,091	\$ 1,657,593
Capital Outlay (6000-6999)	\$ 352,173	\$ 294,173	\$ 294,173
Other Outgo (7100-7299) (7400-7499)	\$ 1,338,145	\$ 1,364,908	\$ 1,392,206
Direct Support/Indirect Cost (7300-7399)	\$ (20,000)	\$ (20,000)	\$ (20,000)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 17,028,855	\$ 17,309,081	\$ 17,687,782
OPERATING SURPLUS (DEFICIT)	\$ 81,798	\$ 63,104	\$ 115,816
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 20,000	\$ 20,000	\$ 20,000
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 61,798	\$ 43,104	\$ 95,816
BEGINNING BALANCE	\$ 1,717,704	\$ 1,779,502	\$ 1,822,606
CURRENT-YEAR ENDING BALANCE	\$ 1,779,502	\$ 1,822,606	\$ 1,918,422
COMPONENTS OF ENDING BALANCE:			
Nonspendable (9711-9719)	\$ 30,350	\$ 30,350	\$ 30,350
Restricted (9730-9749)	\$ 48,963	\$ 50,000	\$ 50,000
Committed (9750-9769)	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ 805,490	\$ 815,286	\$ 926,605
Unassigned (9789-9790)	\$ 894,699	\$ 926,970	\$ 911,467

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		FY 18-19	FY 19-20	FY 20-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 17,008,855	\$ 17,289,081	\$ 17,687,782
b.	State Standard Minimum Reserve Percentage for this District: (enter percentage) :	3.00%	3.00%	3.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. OR \$50,000	\$ 510,266	\$ 518,672	\$ 530,633

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

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	\$ 894,699	\$ 926,970	\$ 911,467
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	\$ -	\$ -	\$ -
c.	Total Available Reserves	\$ 894,699	\$ 926,970	\$ 911,467
d.	Reserve for Economic Uncertainties Percentage	5.26%	5.36%	5.15%

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

FY 18-19

Yes

☒

No

☐

FY 19-20

Yes

☒

No

☐

FY 20-21

Yes

☒

No

☐

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

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

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

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and the Chief Business Officer of the Colusa Unified School District (District), hereby certify that the District can meet the cost(s) incurred under the Collective Bargaining Agreement between the District and the Certificated Bargaining Unit (CEA) and Superintendent during the term of the agreement from July 1, 2018 to June 30, 2021.

Dwayne Newman
District Superintendent
(Signature Over Printed Name)

Date

Scott A. Lantsberger
Chief Business Officer
(Signature Over Printed Name)

Date

L. CERTIFICATION NO. 2

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

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

Dwayne Newman
District Superintendent
(Signature Over Printed Name)

Date

Scott Lantsberger
Contact Person

530-458-7791 x4002
Phone

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

Date