

**COLUSA UNIFIED SCHOOL DISTRICT**  
**745 10<sup>TH</sup> ST.**  
**COLUSA, CA 95932**  
**BOARD OF TRUSTEES REGULAR MEETING AGENDA**  
**DISTRICT OFFICE CONFERENCE ROOM**  
**October 15, 2018**  
**5:15 p.m. Open Session with Closed Session to Follow**

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

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

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

**5:15 P.M. OPEN SESSION**

A. Call to Order/Establish Quorum

B. Pledge of Allegiance

C. Hearing of Public for items on the Agenda

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

D. Hearing of Public for items not on the Agenda

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

E. Reports:

1. Recognitions & Celebrations

2. Student Report – Chloe Ferraiuolo

3. President's Report

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

1. 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

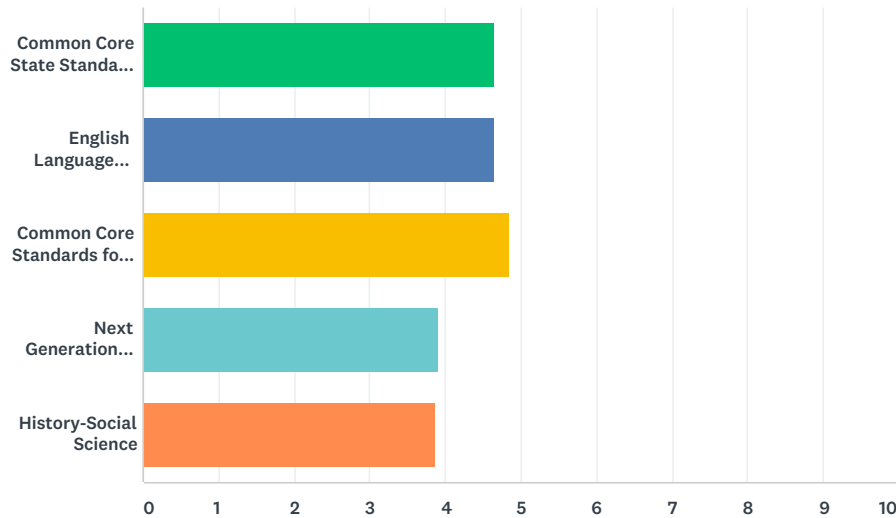
4. Superintendent Report

- a. Budget Update
- b. Community Meetings Update
- c. Local Control Accountability Plan Dashboard – Fall 2018 Local Indicators

- F. Information/Discussion/Possible Action Items:
1. Warrants: Batch # 10-13
  2. Resolution #2018-19.06 – Authorizing Participation in the Rural School Bus Pilot Project
  3. Career Technical Education Facilities Program Application
  4. Approval of Board Policies & Administrative Regulations: *(bolded items require three readings)*
    - a. **Second Reading of BP 0415 – Equity**
    - b. Second Reading & Possible Adoption of BP 1330 & AR 1330 – Use of School Facilities
    - c. Second Reading & Possible Adoption of BP 1400 - Relations Between Other Governmental Agencies and the Schools
    - d. Second Reading & Possible Adoption of BP 2210 – Administrative Discretion Regarding Board Policy
    - e. Second Reading & Possible Adoption of BP 3312.2 – Educational Travel Program Contracts
    - f. **Second Reading of BP 3515.21 – Unmanned Aircraft Systems (Drones)**
    - g. Second Reading & Possible Adoption of BP 4140, 4240, 4340 – Bargaining Units
    - h. **Second Reading of AR 4157.2, 4257.2, 4357.2 – Ergonomics**
    - i. Second Reading & Possible Adoption of BP 4161.3 – Professional Leaves (Certificated)
    - j. Second Reading & Possible Adoption of BP 4261.3 – Professional Leaves (Classified)
    - k. Second Reading & Possible Adoption of BP 5112.5 – Open/Closed Campus
    - l. Second Reading & Possible Adoption of AR 5141.32 – Health Screening for School Entry
    - m. Second Reading & Possible Adoption of BP 6174 & AR 6174 – Education for English Learners
    - n. Second Reading & Possible Adoption of BB 9310 – Board Policies
- G. Motion to Approve Items on the Consent Action Agenda:
1. September 17, 2018 Board Meeting Minutes
  2. September Payroll
  3. Personnel Assignment Order
  4. 2018-2019 Annual Credentialing Report
  5. Challenge Day Agreement
  6. James Marta & Company Financial Audit Agreement
  7. Document Tracking Services Invoice
  8. Williams Uniform Complaint Procedure
- H. Hearing of the Public for Matters on Closed Session Agenda
- I. Adjourn to Closed Session to discuss/consider/take action upon any of the following items:
1. Personnel Matters Pursuant to Government Code 54957  
Administration Representatives: Dwayne Newman, Superintendent
- J. Reconvene Open Session
- K. Adjournment of the Meeting

**Q1 Rate the Colusa USD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught: Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

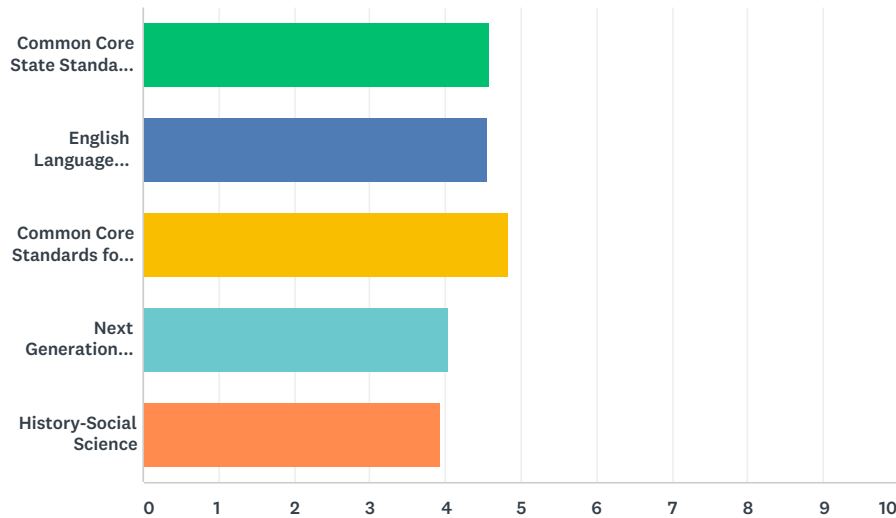
Answered: 72 Skipped: 0



	1 - EXPLORATION AND RESEARCH PHASE	2 – BEGINNING DEVELOPMENT	3 – INITIAL IMPLEMENTATION	4 – FULL IMPLEMENTATION	5 – FULL IMPLEMENTATION AND SUSTAINABILITY	DON'T KNOW	TOTAL	WE AV
Common Core State Standards for ELA	0.00% 0	1.45% 1	13.04% 9	34.78% 24	21.74% 15	28.99% 20	69	
English Language Development (ELD) Aligned to ELA Standards	0.00% 0	1.39% 1	18.06% 13	30.56% 22	13.89% 10	36.11% 26	72	
Common Core Standards for Mathematics	0.00% 0	0.00% 0	5.56% 4	33.33% 24	30.56% 22	30.56% 22	72	
Next Generation Science Standards	14.08% 10	12.68% 9	18.31% 13	14.08% 10	4.23% 3	36.62% 26	71	
History-Social Science	23.94% 17	11.27% 8	7.04% 5	9.86% 7	8.45% 6	39.44% 28	71	

Q2 Rate the Colusa USD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below: Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Answered: 72 Skipped: 0

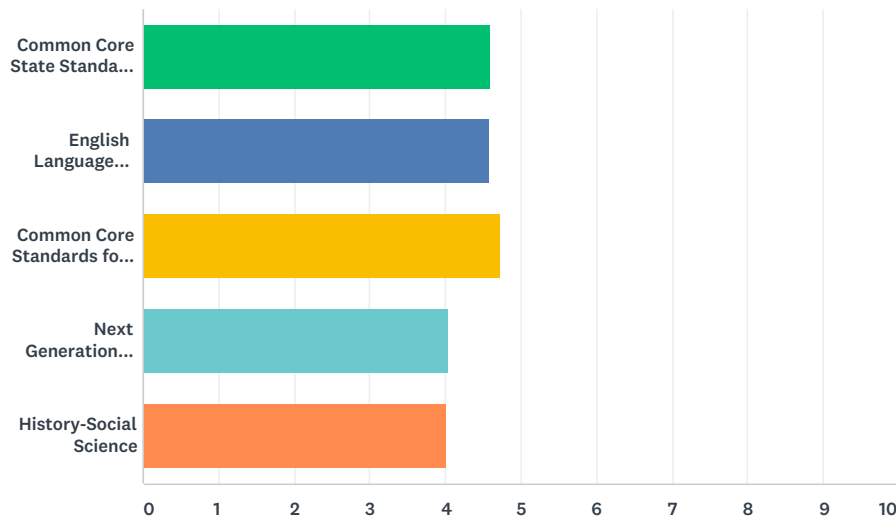


	1 - EXPLORATION AND RESEARCH PHASE	2 – BEGINNING DEVELOPMENT	3 – INITIAL IMPLEMENTATION	4 – FULL IMPLEMENTATION	5 – FULL IMPLEMENTATION AND SUSTAINABILITY	DON'T KNOW	TOTAL	WE AV
Common Core State Standards for ELA	2.90% 2	2.90% 2	11.59% 8	31.88% 22	17.39% 12	33.33% 23	69	
English Language Development (ELD) Aligned to ELA Standards	1.39% 1	1.39% 1	23.61% 17	23.61% 17	13.89% 10	36.11% 26	72	
Common Core Standards for Mathematics	0.00% 0	1.41% 1	5.63% 4	32.39% 23	29.58% 21	30.99% 22	71	
Next Generation Science Standards	11.11% 8	18.06% 13	12.50% 9	12.50% 9	5.56% 4	40.28% 29	72	
History-Social Science	27.78% 20	4.17% 3	8.33% 6	9.72% 7	5.56% 4	44.44% 32	72	



Q3 Rate the Colusa USD's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)::Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

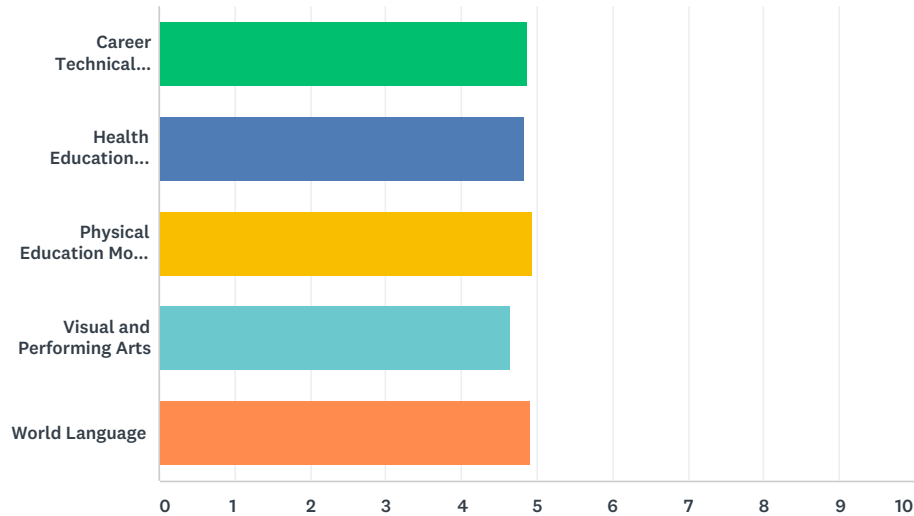
Answered: 72 Skipped: 0



	1 - EXPLORATION AND RESEARCH PHASE	2 – BEGINNING DEVELOPMENT	3 – INITIAL IMPLEMENTATION	4 – FULL IMPLEMENTATION	5 – FULL IMPLEMENTATION AND SUSTAINABILITY	DON'T KNOW	TOTAL	WE AV
Common Core State Standards for ELA	1.43% 1	5.71% 4	8.57% 6	34.29% 24	15.71% 11	34.29% 24	70	
English Language Development (ELD) Aligned to ELA Standards	0.00% 0	4.17% 3	18.06% 13	29.17% 21	12.50% 9	36.11% 26	72	
Common Core Standards for Mathematics	0.00% 0	2.78% 2	9.72% 7	33.33% 24	20.83% 15	33.33% 24	72	
Next Generation Science Standards	11.11% 8	15.28% 11	15.28% 11	15.28% 11	2.78% 2	40.28% 29	72	
History-Social Science	23.61% 17	6.94% 5	6.94% 5	13.89% 10	4.17% 3	44.44% 32	72	

**Q4 Rate the Colusa USD's progress implementing each of the following academic standards adopted by the state board for all students: Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

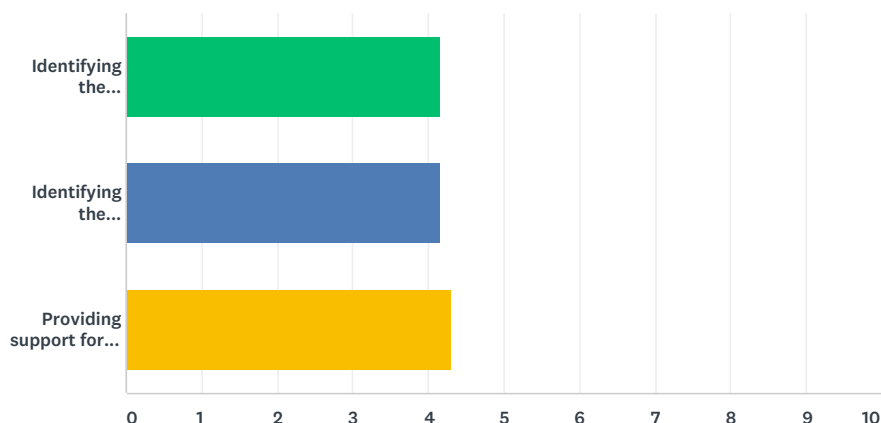
Answered: 72 Skipped: 0



	1 - EXPLORATION AND RESEARCH PHASE	2 – BEGINNING DEVELOPMENT	3 – INITIAL IMPLEMENTATION	4 – FULL IMPLEMENTATION	5 – FULL IMPLEMENTATION AND SUSTAINABILITY	DON'T KNOW	TOTAL	WEIG AVER
Career Technical Education	4.17% 3	2.78% 2	9.72% 7	20.83% 15	9.72% 7	52.78% 38	72	
Health Education Content Standards	6.94% 5	2.78% 2	9.72% 7	15.28% 11	11.11% 8	54.17% 39	72	
Physical Education Model Content Standards	1.41% 1	1.41% 1	2.82% 2	26.76% 19	32.39% 23	35.21% 25	71	
Visual and Performing Arts	5.56% 4	4.17% 3	13.89% 10	16.67% 12	15.28% 11	44.44% 32	72	
World Language	8.33% 6	5.56% 4	9.72% 7	4.17% 3	6.94% 5	65.28% 47	72	

**Q5 During the 2016–17 school year (including summer ), rate the LEA's success at engaging in the following activities with teachers and school administrators: Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability**

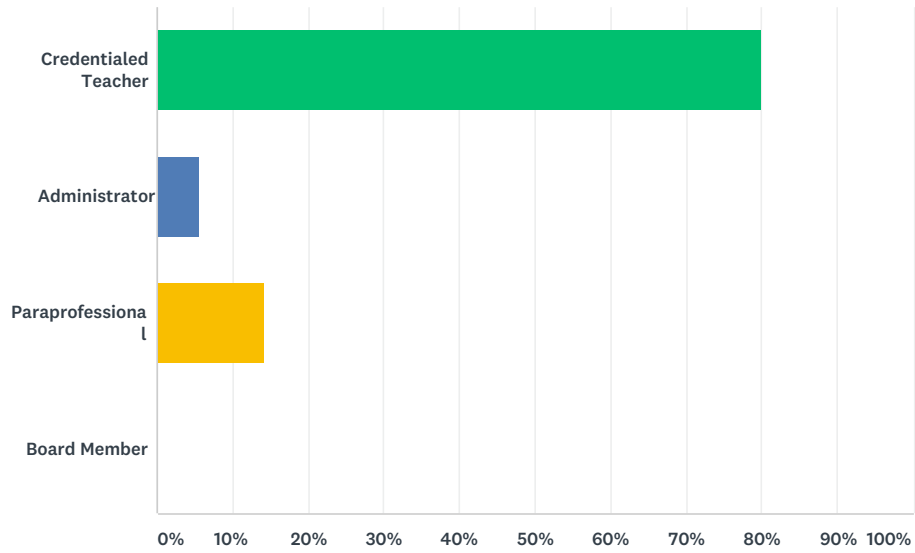
Answered: 71 Skipped: 1



	1 - EXPLORATION AND RESEARCH PHASE	2 – BEGINNING DEVELOPMENT	3 – INITIAL IMPLEMENTATION	4 – FULL IMPLEMENTATION	5 – FULL IMPLEMENTATION AND SUSTAINABILITY	DON'T KNOW	TOTAL	WEI AVE
Identifying the professional learning needs of groups of teachers or staff as a whole	7.04% 5	2.82% 2	21.13% 15	29.58% 21	14.08% 10	25.35% 18	71	
Identifying the professional learning needs of individual teachers	7.04% 5	5.63% 4	22.54% 16	21.13% 15	15.49% 11	28.17% 20	71	
Providing support for teachers on the standards they have not yet mastered	7.04% 5	4.23% 3	21.13% 15	21.13% 15	12.68% 9	33.80% 24	71	

## Q6 I am a

Answered: 70 Skipped: 2



ANSWER CHOICES	RESPONSES	
Credentialed Teacher	80.00%	56
Administrator	5.71%	4
Paraprofessional	14.29%	10
Board Member	0.00%	0
TOTAL		70

Batch status: A All

From batch: 0000

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

012 COLUSA UNIFIED SCHOOL DISTRICT J77394  
batch 10 prelist2

ACCOUNTS PAYABLE PRELIST  
BATCH: 0010 BATCH 10 - SEPTEMBER 7, 2018 APY500 L.00.12 09/04/18 07:40 PAGE 1  
<< Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt	Net Amount
005955/00	ALVES, MALLORY							
PO-190094	09/02/2018	REIMBURSE SUPPLIES PURCHASED	1 01-0000-0-4300-1110-1000-100-1061-0000	NN	F		20.00	16.01
		TOTAL PAYMENT AMOUNT		16.01	*			16.01
006203/00	ARMOR ZONE							
PV-000224	08/26/2018	INV #2984	01-0000-0-4300-1110-1000-300-7210-0000	NN				7,735.00
		TOTAL PAYMENT AMOUNT		7,735.00	*			7,735.00
005778/00	BARBEE, JENNIFER							
PO-190045	09/02/2018	REIMBURSE SUPPLIES PURCHASED	1 01-0000-0-4300-1110-1000-100-1052-0000	NN	F		300.00	156.74
		TOTAL PAYMENT AMOUNT		156.74	*			156.74
004996/00	BAXTER AUTO PARTS	930509681						
CL-000007	09/02/2018	INV #158526	01-8100-0-4300-0000-8100-000-6500-0000	NN	F		20.98	20.98
		TOTAL PAYMENT AMOUNT		20.98	*			20.98
006114/00	BURG, NIKOLE							
PO-190147	08/23/2018	REIMBURSE SUPPLIES PURCHASED	1 95-0865-0-4300-0000-0000-000-0000-0000	NN	P		15.50	15.50
		TOTAL PAYMENT AMOUNT		15.50	*			15.50
006219/00	CA FBLA - NORTHERN SECTION							
PV-000226	08/27/2018	REGISTRATION FEES	95-0865-0-4300-0000-0000-000-0000-0000	NN				119.00
		TOTAL PAYMENT AMOUNT		119.00	*			119.00
004976/00	CALIFORNIA'S VALUED TRUST							
PV-000234	08/17/2018	SEPTEMBER 2018 PREMIUMS	01-0000-0-9514-0000-0000-000-0000-0000	NN				113,260.09
		TOTAL PAYMENT AMOUNT		113,260.09	*			113,260.09
000166/00	COLUSA COUNTY OFFICE EDUCATION	946002149						
CL-000153	08/31/2018	17/18 SELPA TRANSP/EXCESS COST	01-6500-0-9510-0000-0000-000-0000-0000	NN	F		87,755.15	87,755.15
		TOTAL PAYMENT AMOUNT		87,755.15	*			87,755.15

012 COLUSA UNIFIED SCHOOL DISTRICT J77394  
batch 10 prelist2

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 09/04/18 07:40 PAGE 2  
BATCH: 0010 BATCH 10 - SEPTEMBER 7, 2018 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				Liq Amt	Net Amount
003856/00	COLUSA USD - ASB FUND							
	CL-000154 05/31/2018 INV #100		01-0000-0-4300-0000-7100-000-0000-0000 NN F				250.00	250.00
	TOTAL PAYMENT AMOUNT		250.00 *					250.00
006178/00	EASTBAY TEAM INC							
	PO-190052 08/21/2018 VOLLEYBALL GEAR		1 95-0834-0-4300-0000-0000-000-0000-0000 NN F				2,402.40	2,094.88
	TOTAL PAYMENT AMOUNT		2,094.88 *					2,094.88
006220/00	GRANZELLA, LINDA							
	PV-000228 08/05/2018 REIMBURSE DEPOSIT FOR ASB RTRT		95-0000-0-4300-0000-0000-300-0800-0000 NN					125.00
	TOTAL PAYMENT AMOUNT		125.00 *					125.00
003914/00	GREENFIELD LEARNING INC	943242426						
	PV-000227 08/31/2018 LEXIA SUBSCRIPTION FEES		01-0110-0-4400-1110-1000-100-1041-0000 NN					9,900.00
	TOTAL PAYMENT AMOUNT		9,900.00 *					9,900.00
006035/00	INFINITE CAMPUS INC.	411745930						
	PV-000230 07/01/2018 INV #ANNUAL022783		01-0000-0-5800-0000-7700-000-6117-0000 NY					18,611.88
	TOTAL PAYMENT AMOUNT		18,611.88 *					18,611.88
002850/00	INTERQUEST DETECTION CANINES	760251946						
	PV-000229 08/28/2018 INV #1452		01-0000-0-5800-1110-2700-000-0062-0000 NY					700.00
	TOTAL PAYMENT AMOUNT		700.00 *					700.00
006218/00	UNIVERSITY BOX OFFICE,							
	PV-000225 08/28/2018 NOV 2018 PERFORMANCE TICKETS		01-0000-0-4300-1110-1000-300-3560-0000 NN					114.00
	TOTAL PAYMENT AMOUNT		114.00 *					114.00
005101/00	US BANK- CAL CARD	411558798						
	PO-190046 08/11/2018 9.7.18 CHANGUS VISA RC#31		1 01-0000-0-4300-1110-1000-300-3030-0000 NN F				407.84	407.84
	PO-190047 08/10/2018 9.7.18 CHANGUS VISA RC#31		1 01-0000-0-4300-1110-1000-300-3680-0000 NN F				67.78	67.78
	PO-190050 08/14/2018 9.7.18 CHANGUS VISA RC#31		1 01-0000-0-4100-1110-1000-300-3680-0000 NN F				90.09	1,702.75



Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num						
Req Reference	Date	Description		FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS							Liq Amt	Net Amount
005101	(CONTINUED)											
PO-190051	08/14/2018	9.7.18 CHANGUS VISA RC #31	1	01-0000-0-4300-1110-3110-300-3100-0000	NN F						32.14	40.71
PO-190056	08/10/2018	9.7.18 JOHNSTON VISA RC#30	1	01-0000-0-4300-1110-1000-200-2020-0000	NN F						39.87	39.79
PO-190062	08/15/2018	9.7.18 CHANGUS VISA RC #31	1	01-0001-0-4300-1110-1000-300-3662-0000	NN F						562.00	562.00
PO-190075	08/18/2018	9.7.18 CHANGUS VISA RC#31	1	01-0000-0-4300-1110-1000-300-3100-0000	NN F						12.99	36.43
PO-190076	08/21/2018	9.7.18 CHANGUS VISA RC #31	1	01-0000-0-4300-1110-1000-300-3685-0000	NN F						2,150.68	2,304.16
PO-190085	08/17/2018	9.7.18 CHANGUS VISA RC#31	1	01-0000-0-4200-1110-1000-300-3720-0000	NN F						826.00	826.00
PO-190086	08/19/2018	9.7.18 CHANGUS VISA RC#31	1	01-0000-0-4300-1110-1000-300-7210-0000	NN F						139.43	130.00
PO-190087	08/21/2018	9.7.18 CHANGUS VISA RC#31	1	01-0000-0-4300-0000-8100-000-6500-0000	NN F						1,200.00	879.40
PO-190127	08/21/2018	9.7.18 CHANGUS VISA RC#31	1	01-0000-0-4300-1110-1000-300-0880-0000	NN F						2,224.25	2,196.98
RC-000021	09/03/2018	9.3.18 LAY VISA CHARGES		01-0000-0-4300-0000-8100-000-6507-0000	N							452.65
RC-000022	09/03/2018	9.7.18 MILLER VISA CHARGES		01-0000-0-4300-0000-7700-000-6000-0000								895.24
RC-000022	09/03/2018	9.7.18 MILLER VISA CHARGES		01-0000-0-4300-0000-7700-000-6000-0000								22.50
RC-000022	09/03/2018	9.7.18 MILLER VISA CHARGES		01-0000-0-4300-0000-7700-000-6000-0000								38.96
RC-000023	09/03/2018	9.7.18 HILL VISA CHARGES		13-5310-0-4700-0000-3700-000-0000-0000								1,131.64
RC-000023	09/03/2018	9.7.18 HILL VISA CHARGES		13-5310-0-4700-0000-3700-000-0000-0000								115.80
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								110.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								30.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								60.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								60.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								60.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								240.00
RC-000024	09/03/2018	9.7.18 ESPINDOLA VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								120.00
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								9.62
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								20.60
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								-6.71
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								40.74
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								53.60
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								391.99
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RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								159.73
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								25.08
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								299.84
RC-000025	09/03/2018	9.7.18 ERICSSON VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								7.93
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		01-6387-0-4300-1110-1000-300-3000-0000								531.33
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		01-0000-0-4300-0000-8100-000-6507-0000								369.19
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		01-0000-0-6200-0000-8500-000-6507-0000								312.46
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		01-0000-0-6200-0000-8500-000-6507-0000								590.13
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		13-5310-0-4700-0000-3700-000-0000-0000								44.95
RC-000026	09/03/2018	9.7.18 SCHANTZ VISA CHARGES		01-0000-0-4300-0000-8100-000-6507-0000								120.09
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								88.58
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								6.70
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								897.00
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								41.45
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								1,349.75
RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000								227.50



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num								
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE	T9MPS	Liq Amt	Net Amount					

005101 (CONTINUED)

RC-000027	09/03/2018	9.7.18 HONE VISA CHARGES		01-0000-0-4300-0000-7200-000-0000-0000				14.54				
RC-000028	09/03/2018	9.7.18 ROGERS VISA CHARGES		01-0000-0-4300-0000-8100-000-6507-0000				388.48				
RC-000028	09/03/2018	9.7.18 ROGERS VISA CHARGES		01-0000-0-4300-0000-8100-000-6505-0000				23.30				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-4300-1110-1000-100-1085-0000				98.00				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-4300-1110-1000-100-1030-0000				187.50				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-3010-0-4300-1110-1000-100-1040-0000				425.20				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-3010-0-4300-1110-1000-100-1040-0000				442.20				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0100-0-4300-1110-1000-000-0001-0000				695.00				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-4200-1110-1000-100-1025-0000				119.60				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-5200-1110-1000-100-1040-0000				180.38				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-4300-1110-1000-100-1058-0000				243.55				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-4300-1110-1000-100-1058-0000				17.66				
RC-000029	09/03/2018	9.7.18 HICKS VISA CHARGES		01-0000-0-9519-0000-0000-000-0000-0000				-17.66				
RC-000030	09/03/2018	9.7.18 JOHNSTON VISA CHARGES		01-0000-0-4400-1110-1000-200-2035-0000				601.19				
RC-000030	09/03/2018	9.7.18 JOHNSTON VISA CHARGES		01-0000-0-4300-1110-1000-200-2020-0000				357.12				
RC-000031	09/03/2018	9.7.18 CHANGUS VISA CHARGES		01-0000-0-4300-1110-1000-300-7210-0000				9.43				
RC-000031	09/03/2018	9.7.18 CHANGUS VISA CHARGES		01-0000-0-9519-0000-0000-000-0000-0000				-9.43				
RC-000031	09/03/2018	9.7.18 CHANGUS VISA CHARGES		01-0000-0-5200-1110-1000-300-3002-0000				127.53				
RC-000032	09/03/2018	9.7.18 VISA CHANGUS CHARGES PY		01-0000-0-4300-1110-1000-300-3560-0000				177.93				
RC-000033	09/04/2018	Sales Tax for Dillon Music		01-0001-0-4300-1110-1000-300-3662-0000		N		35.89				
RC-000033	09/04/2018	Sales Tax for Dillon Music		01-0000-0-9519-0000-0000-000-0000-0000		N		-35.89				
RC-000034	09/04/2018			01-0001-0-4300-1110-1000-300-3662-0000		N		35.89				
RC-000034	09/04/2018			01-0000-0-9519-0000-0000-000-0000-0000		N		-35.89				
RC-000034	09/04/2018			01-0000-0-4300-0000-8100-000-6507-0000		N		29.33				
RC-000034	09/04/2018			01-0000-0-9519-0000-0000-000-0000-0000		N		-29.33				
RC-000034	09/04/2018			01-0000-0-4300-1110-1000-100-1085-0000		N		7.11				
RC-000034	09/04/2018			01-0000-0-9519-0000-0000-000-0000-0000		N		-7.11				
TOTAL PAYMENT AMOUNT							22,536.89 *	22,536.89				

006221/00 VACAVILLE HIGH SCHOOL

PV-000232	08/27/2018	SEPT '18 CROSS COUNTRY MEET		01-9099-0-4300-1110-4000-000-7260-0000	NN			150.00				
TOTAL PAYMENT AMOUNT							150.00 *	150.00				

005699/00 VALLEY TRUCK &amp; TRACTOR CO. 941089978

PO-190122	08/21/2018	INV #830911		1 01-0000-0-4300-0000-8100-000-6505-0000	NN F		529.95	568.37				
TOTAL PAYMENT AMOUNT							568.37 *	568.37				

012 COLUSA UNIFIED SCHOOL DISTRICT J77394  
batch 10 prelist2

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 09/04/18 07:40 PAGE 5  
BATCH: 0010 BATCH 10 - SEPTEMBER 7, 2018 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num						
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS							Liq Amt	Net Amount
-----											
006046/00		WILLOWS CARDINAL BOOSTERS									
	PV-000231	08/27/2018 NOV '18 GIRLS BASKETBALL TOURN	01-9099-0-4300-1110-4000-000-7331-0000 NN							150.00	
		TOTAL PAYMENT AMOUNT			150.00 *					150.00	
000508/00		YUBA SAFE AND LOCK	911859867								
	PV-000233	08/13/2018 INV #18114 RE-ISSUED	01-0000-0-4300-0000-8100-000-6507-0000 NY							489.47	
		TOTAL PAYMENT AMOUNT			489.47 *					489.47	
		TOTAL BATCH PAYMENT			264,768.96 ***			0.00		264,768.96	
		TOTAL DISTRICT PAYMENT			264,768.96 ****			0.00		264,768.96	
		TOTAL FOR ALL DISTRICTS:			264,768.96 ****			0.00		264,768.96	

Number of checks to be printed: 20, not counting voids due to stub overflows.

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Batch status: A All

From batch: 0011

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: Y

Include Vendor TIN: N

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num									
Req	Reference	Date	Description	FD	RESC	Y	OBJ	GOAL	FUNC	SCH	BDRS	TYPE	T9MPS	Liq Amt	Net Amount
-----															
004456/00	ADVANCED DOCUMENT CONCEPTS														
	PV-000235	09/07/2018	INV #CNIN698384						01-0000-0-5600-0000-7700-000-6000-0000	NN				73.05	
									RENTALS, LEASES AND REPAIRS						
	PV-000235	09/07/2018	INV #CNIN698383						01-0000-0-5600-0000-7200-000-0000-0000	NN				8.50	
									RENTALS, LEASES AND REPAIRS						
	PV-000235	09/07/2018	INV #CNIN698289						01-0000-0-5600-1110-1000-100-1027-0000	NN				456.75	
									RENTALS, LEASES AND REPAIRS						
	PV-000235	09/07/2018	INV #CNIN398290						01-0000-0-5600-1110-1000-200-2027-0000	NN				458.29	
									RENTALS, LEASES AND REPAIRS						
	PV-000235	09/07/2018	INV #CNIN698291						01-0000-0-5600-1110-1000-300-3027-0000	NN				12.44	
									RENTALS, LEASES AND REPAIRS						
									TOTAL PAYMENT AMOUNT					1,009.03	*
000092/00	BEELE TRACTOR COMPANY														
	PV-000236	09/04/2018	INV #IC03862						01-0000-0-4300-0000-8100-000-6511-0000	NN				34.94	
									MATERIALS AND SUPPLIES						
									TOTAL PAYMENT AMOUNT					34.94	*
000155/00	CITY OF COLUSA														
	PV-000238	08/31/2018	013-0785 449 FREMONT ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				106.98	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	013-0420 400 FREMONT ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				175.62	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	013-0425 400 FREMONT ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				161.47	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	016-1420 901 COLUS AVE						01-0000-0-5500-0000-8100-300-0000-0000	NN				1,798.97	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	013-0415 400 FREMONT ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				694.58	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	016-1115 813 WEBSTER ST						01-0000-0-5500-0000-8100-200-0000-0000	NN				4,511.29	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	013-0410 LAFAYETTE ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				669.18	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	016-1416 FOOTBALL FIELD						01-0000-0-5500-0000-8100-300-0000-0000	NN				171.83	
									OPERATIONS & HOUSEKEEPING SERV						
	PV-000238	08/31/2018	013-0405 400 A FREMONT ST						01-0000-0-5500-0000-8100-100-0000-0000	NN				714.14	
									OPERATIONS & HOUSEKEEPING SERV						
									TOTAL PAYMENT AMOUNT					9,004.06	*

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num		
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS	Liq Amt	Net Amount	
-----							
002212/00	COLUSA COUNTY FARM SUPPLY						
PV-000237	08/31/2018	INV #3159998	01-0000-0-4300-0000-8100-000-6507-0000 NN			11.24	✓
			MATERIALS AND SUPPLIES				
		TOTAL PAYMENT AMOUNT	11.24 *			11.24	
005750/00	CRYSTAL CREAMERY						
PV-000239	08/31/2018	INV #382459 ADJ	13-5310-0-4700-0000-3700-000-0000-0000 NN			0.02	✓
			FOOD				
PV-000239	08/31/2018	INV #382112	13-5310-0-4700-0000-3700-000-0000-0000 NN			261.36	✓
			FOOD				
PV-000239	08/31/2018	INV #382113	13-5310-0-4700-0000-3700-000-0000-0000 NN			181.28	✓
			FOOD				
PV-000239	08/31/2018	INV #382116	13-5310-0-4700-0000-3700-000-0000-0000 NN			271.77	✓
			FOOD				
PV-000239	08/31/2018	INV #382126	13-5310-0-4700-0000-3700-000-0000-0000 NN			167.33	✓
			FOOD				
PV-000239	08/31/2018	INV #382464	13-5310-0-4700-0000-3700-000-0000-0000 NN			50.16	✓
			FOOD				
PV-000239	08/31/2018	INV #382471	13-5310-0-4700-0000-3700-000-0000-0000 NN			120.92	✓
			FOOD				
PV-000239	08/31/2018	INV #382476	13-5310-0-4700-0000-3700-000-0000-0000 NN			120.12	✓
			FOOD				
PV-000239	08/31/2018	INV #382449 ADJ	13-5310-0-4700-0000-3700-000-0000-0000 NN			0.02	✓
			FOOD				
PV-000239	08/31/2018	INV #382103	13-5310-0-4700-0000-3700-000-0000-0000 NN			278.43	✓
			FOOD				
PV-000239	08/31/2018	INV #382114	13-5310-0-4700-0000-3700-000-0000-0000 NN			201.52	✓
			FOOD				
PV-000239	08/31/2018	INV #382117	13-5310-0-4700-0000-3700-000-0000-0000 NN			241.12	✓
			FOOD				
PV-000239	08/31/2018	INV #382127	13-5310-0-4700-0000-3700-000-0000-0000 NN			218.15	✓
			FOOD				
		TOTAL PAYMENT AMOUNT	2,112.20 *			2,112.20	
003237/00	DANIELSEN COMPANY						
PV-000240	09/04/2018	INV #171429	13-5310-0-4700-0000-3700-000-0000-0000 NN			1,621.36	✓
			FOOD				
PV-000240	09/04/2018	INV #171541 FOOD	13-5310-0-4700-0000-3700-000-0000-0000 NN			1,602.57	✓
			FOOD				
PV-000240	09/04/2018	INV #171541 SNACK	13-5310-0-4710-0000-3700-000-0000-0000 NN			853.79	✓
			FOOD - SNACK BAR				
PV-000240	09/04/2018	INV #171665	13-5310-0-4700-0000-3700-000-0000-0000 NN			1,604.25	✓
			FOOD				



Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS				

003237 (CONTINUED)

PV-000240	09/04/2018	INV #171869		13-5310-0-4700-0000-3700-000-0000-0000 NN			54.97	✓
				FOOD				
PV-000240	09/04/2018	INV #173193 FOOD		13-5310-0-4700-0000-3700-000-0000-0000 NN			379.64	✓
				FOOD				
PV-000240	09/04/2018	INV #173193 SNACK		13-5310-0-4710-0000-3700-000-0000-0000 NN			215.94	✓
				FOOD - SNACK BAR				
PV-000240	09/04/2018	INV #173225		13-5310-0-4700-0000-3700-000-0000-0000 NN			646.34	✓
				FOOD				
PV-000240	09/04/2018	INV #173233		13-5310-0-4700-0000-3700-000-0000-0000 NN			1,164.41	✓
				FOOD				
PV-000240	09/04/2018	INV #173634		13-5310-0-4700-0000-3700-000-0000-0000 NN			521.93	✓
				FOOD				
PV-000240	09/04/2018	INV #173658 FOOD		13-5310-0-4700-0000-3700-000-0000-0000 NN			446.47	✓
				FOOD				
PV-000240	09/04/2018	INV #173658 SNACK		13-5310-0-4710-0000-3700-000-0000-0000 NN			136.53	✓
				FOOD - SNACK BAR				
PV-000240	09/04/2018	INV #173697		13-5310-0-4700-0000-3700-000-0000-0000 NN			390.95	✓
				FOOD				
PV-000240	09/04/2018	CM #173856		13-5310-0-4700-0000-3700-000-0000-0000 NN			-10.22	✓
				FOOD				
TOTAL PAYMENT AMOUNT							9,628.93 *	9,628.93

005930/00 FRANZ FAMILY BAKERIES ✓

PV-000241	08/25/2018	INV #048308623305		13-5310-0-4700-0000-3700-000-0000-0000 NN			161.54	✓
				FOOD				
PV-000241	08/25/2018	INV #048308623304		13-5310-0-4700-0000-3700-000-0000-0000 NN			123.84	✓
				FOOD				
PV-000241	08/25/2018	INV #048308623306		13-5310-0-4700-0000-3700-000-0000-0000 NN			103.20	✓
				FOOD				
TOTAL PAYMENT AMOUNT							388.58 *	388.58

000505/00 GENERAL PRODUCE ✓

PV-000244	08/31/2018	CM #00932388		13-5310-0-4700-0000-3700-000-0000-0000 NN			-20.30	✓
				FOOD				
PV-000244	08/31/2018	INV #04159020		13-5310-0-4700-0000-3700-000-0000-0000 NN			515.85	✓
				FOOD				
PV-000244	08/31/2018	CM #00733710		13-5310-0-4700-0000-3700-000-0000-0000 NN			-35.92	✓
				FOOD				
PV-000244	08/31/2018	INV #04163181		13-5310-0-4700-0000-3700-000-0000-0000 NN			582.85	✓
				FOOD				
PV-000244	08/31/2018	INV #04158996		13-5310-0-4700-0000-3700-000-0000-0000 NN			218.45	✓
				FOOD				

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE T9MPS	Liq Amt	Net Amount
000505	(CONTINUED)				
PV-000244	08/31/2018	INV #04163041	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	458.40	✓
PV-000244	08/31/2018	INV #04158894	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	250.00	✓
PV-000244	08/31/2018	INV #04162991	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	341.65	✓
			TOTAL PAYMENT AMOUNT	2,310.98 *	2,310.98 ✓
005886/00	GOLD STAR FOODS				
PV-000243	08/31/2018	INV #2455423	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	2,796.36	✓
PV-000243	08/31/2018	INV #2455490	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	1,360.63	✓
PV-000243	08/31/2018	INV #2457109	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	157.68	✓
PV-000243	08/31/2018	INV #2457243	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	88.50	✓
PV-000243	08/31/2018	INV #2455549	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	2,726.42	✓
PV-000243	08/31/2018	INV #2455550	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	1,021.33	✓
PV-000243	08/31/2018	INV #2457111	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	51.48	✓
PV-000243	08/31/2018	INV #2457116	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	54.72	✓
PV-000243	08/31/2018	INV #2457245	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	88.50	✓
PV-000243	08/31/2018	INV #2455539	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	2,914.34	✓
PV-000243	08/31/2018	INV #2455541	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	1,614.63	✓
PV-000243	08/31/2018	INV #2457117	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	212.40	✓
PV-000243	08/31/2018	INV #2457246	13-5310-0-4700-0000-3700-000-0000-0000 NN FOOD	88.50	✓
			TOTAL PAYMENT AMOUNT	13,175.49 *	13,175.49 ✓
001895/00	GRANZELLA'S				
PV-000242	08/23/2018	PIZZA	95-0000-0-4300-0000-0000-300-0800-0000 NN MATERIALS AND SUPPLIES	60.00	✓
			TOTAL PAYMENT AMOUNT	60.00 *	60.00

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
					FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS		
005880/00	HARMON, SHERAYA							
	PV-000257	08/27/2018 REIMBURSE SUPPLIES PURCHASED			01-0000-0-4300-1110-1000-100-1071-0000 NN		209.42	
					MATERIALS AND SUPPLIES			
		TOTAL PAYMENT AMOUNT			209.42 *		209.42	
005746/00	HEARTLAND PAYMENT SYSTEMS							
	PV-000245	08/31/2018 INV #REC0000027791			13-5310-0-4700-0000-3700-000-0000-0000 NN		1,604.00	
					FOOD			
		TOTAL PAYMENT AMOUNT			1,604.00 *		1,604.00	
000363/00	JOHNSON PRINTING & DESIGN							
	PO-190070	08/29/2018 INV #62854			1 01-0000-0-4300-1110-1000-200-2030-0000 NN F		323.51	
					MATERIALS AND SUPPLIES		322.76	
		TOTAL PAYMENT AMOUNT			322.76 *		322.76	
003736/00	O'CONNELL RANCH							
	PV-000248	08/28/2018 INV #38748			13-5310-0-4700-0000-3700-000-0000-0000 NN		120.00	
					FOOD			
	PV-000249	08/21/2018 INV #38738			13-5310-0-4700-0000-3700-000-0000-0000 NN		182.00	
					FOOD			
	PV-000250	08/28/2018 INV #38747			13-5310-0-4700-0000-3700-000-0000-0000 NN		118.00	
					FOOD			
	PV-000251	08/28/2018 INV #38746			13-5310-0-4700-0000-3700-000-0000-0000 NN		40.00	
					FOOD			
		TOTAL PAYMENT AMOUNT			460.00 *		460.00	
006106/00	ODYSSEY TEAMS							
	PV-000247	08/27/2018 ESA ROPES COURSE/SR. TRAINING			01-7220-0-4300-1110-1000-300-3026-0000 NY		4,340.00	
					MATERIALS AND SUPPLIES			
		TOTAL PAYMENT AMOUNT			4,340.00 *		4,340.00	
006005/00	PROPEL FUNDRAISING							
	PV-000252	08/15/2018 INV #F18-7172			01-0000-0-4300-0000-0000-300-0826-0000 NN		6,407.50	
					MATERIALS AND SUPPLIES			
		TOTAL PAYMENT AMOUNT			6,407.50 *		6,407.50	



Vendor/Addr	Remit name		Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description		FD RESC Y OBJ GOAL	FUNC SCH BDRS	TYPE	T9MPS	Liq Amt	Net Amount
005105/00	SLOCUM, MELISSA								
	PO-190145	08/25/2018 REIMBURSE SUPPLIES PURCHASED	1	01-0000-0-4300-1110-1000-100-1066-0000	NN	P		89.01	89.01
		MATERIALS AND SUPPLIES							
		TOTAL PAYMENT AMOUNT			89.01	*			89.01
002016/00	SUTTER BUTTES COMMUNICATIONS								
	PV-000253	07/02/2018 INV #39887		01-0000-0-4400-1110-1000-200-2021-0000	NN			421.21	
				NONCAPITALIZED EQUIPMENT					
		TOTAL PAYMENT AMOUNT			421.21	*			421.21
005422/00	SUTTER COUNTY SUPT. OF SCHOOLS								
	PO-190183	08/09/2018 INV #19-0091	1	01-0000-0-4200-1110-1000-200-2025-0000	NN	P		422.50	422.50
				BOOKS OTHER THAN TEXTBOOKS					
		TOTAL PAYMENT AMOUNT			422.50	*			422.50
005682/00	US BANK EQUIPMENT FINANCE								
	PV-000256	08/24/2018 AUGUST 2018 STMT		01-0000-0-5600-0000-7200-000-0027-0000	NN			2,208.28	
				RENTALS, LEASES AND REPAIRS					
		TOTAL PAYMENT AMOUNT			2,208.28	*			2,208.28
003810/00	WEIGLEIN, BOBBI								
	PV-000254	08/31/2018 REIMBURSE MILEAGE		01-0000-0-5200-1110-1000-100-1040-0000	NN			86.11	
				TRAVEL AND CONFERENCE					
	PV-000255	08/30/2018 REIMBURSE SUPPLIES PURCHASED		01-0000-0-4300-1110-1000-100-1079-0000	NN			192.81	
				MATERIALS AND SUPPLIES					
		TOTAL PAYMENT AMOUNT			278.92	*			278.92
006222/00	WHEELCHAIR BODYBUILDING, INC.								
	PV-000246	08/16/2018 INV #423		01-7338-0-5800-1110-3110-000-0000-0000	NY			3,000.00	
				CONSULTING SERV/OPERATING EXP					
		TOTAL PAYMENT AMOUNT			3,000.00	*			3,000.00
		TOTAL BATCH PAYMENT			57,499.05	***	0.00		57,499.05



Batch status: A All

From batch: 0000

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

012 COLUSA UNIFIED SCHOOL DISTRICT J78985  
PRELIST BATCH 12

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 09/18/18 08:55 PAGE 1  
BATCH: 0012 BATCH 12 - SEPTEMBER 21, 2018 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt	Net Amount
-----								
005789/00	AMERICAN FIDELITY ASSURANCE							
	PV-000258	09/14/2018	AUGUST 2018 BILLING	01-0000-0-9514-0000-0000-000-0000-0000	NN		421.55	
	TOTAL PAYMENT AMOUNT						421.55 *	421.55
006223/00	BIG BRUCE'S AUTO GLASS 342055697							
	PV-000259	08/01/2018	INV #58185	01-0723-0-4300-0000-3600-000-6511-0000	NN		350.00	
	PV-000259	08/01/2018	INV #58184	01-0723-0-4300-0000-3600-000-6511-0000	NN		350.00	
	TOTAL PAYMENT AMOUNT						700.00 *	700.00
002816/00	CA ASSN FFA 956053264							
	PV-000296	09/06/2018	18-19 AG ED LEADERSHIP PACKETS	01-7010-0-4300-3800-1000-300-3530-0000	NN		1,445.00	
	TOTAL PAYMENT AMOUNT						1,445.00 *	1,445.00
000787/00	CA DEPT OF JUSTICE 946003786							
	PV-000262	09/06/2018	INV #322909	01-0000-0-5800-0000-7200-000-0000-0000	NN		260.00	
	TOTAL PAYMENT AMOUNT						260.00 *	260.00
005809/00	CENGAGE LEARNING							
	PV-000260	09/02/2018	INV #64663589	01-0000-0-4100-1110-1000-300-3045-0000	NN		943.80	
	TOTAL PAYMENT AMOUNT						943.80 *	943.80
001788/00	DAVIES OIL CO 942783899							
	PV-000261	08/29/2018	INV #350355, 350864, 057925	01-0000-0-4300-0000-8100-000-6504-0000	NN		1,507.91	
	TOTAL PAYMENT AMOUNT						1,507.91 *	1,507.91
005930/00	FRANZ FAMILY BAKERIES							
	PV-000263	09/01/2018	INV #048308624006	13-5310-0-4700-0000-3700-000-0000-0000	NN		209.82	
	PV-000264	09/01/2018	INV #048308624005	13-5310-0-4700-0000-3700-000-0000-0000	NN		48.06	
	PV-000291	09/04/2018	INV #048308624711	13-5310-0-4700-0000-3700-000-0000-0000	NN		168.80	
	PV-000292	09/05/2018	INV #048308624805	13-5310-0-4700-0000-3700-000-0000-0000	NN		130.72	
	PV-000293	09/05/2018	INV #048308624804	13-5310-0-4700-0000-3700-000-0000-0000	NN		153.82	
	TOTAL PAYMENT AMOUNT						711.22 *	711.22

012 COLUSA UNIFIED SCHOOL DISTRICT J78985  
PRELIST BATCH 12

ACCOUNTS PAYABLE PRELIST  
BATCH: 0012 BATCH 12 - SEPTEMBER 21, 2018 << Open >>

APY500 L.00.12 09/18/18 08:55 PAGE 2

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH BDRS TYPE	T9MPS	Liq Amt	Net Amount	
004407/00	FRONTIER							
PV-000265	09/01/2018	AUGUST 2018 INVOICE		01-0000-0-5500-0000-8100-000-0000-0000	NN		14,943.66	
		TOTAL PAYMENT AMOUNT		14,943.66 *			14,943.66	
003582/00	HILLYARD	440522196						
PV-000266	09/06/2018	INV #603133672		01-0000-0-4300-0000-8100-000-6503-0000	NN		682.18	
PV-000267	09/05/2018	INV #603132063		01-0000-0-4300-0000-8100-000-6503-0000	NN		4,046.03	
		TOTAL PAYMENT AMOUNT		4,728.21 *			4,728.21	
006217/00	HOFFMAN, JUDY	535464247						
PO-190170	09/01/2018	RUSTIC ROSE #10773120	1	01-0000-0-4300-3800-1000-300-6387-0000	NY F	650.00	650.00	
		TOTAL PAYMENT AMOUNT		650.00 *			650.00	
005911/00	ILLUMINATE EDUCATION	800419525						
PV-000270	09/11/2018	INV #2010-12308		01-0000-0-5800-1110-1000-000-6102-0000	NY		8,700.00	
		TOTAL PAYMENT AMOUNT		8,700.00 *			8,700.00	
006035/00	INFINITE CAMPUS INC.	411745930						
PV-000269	09/12/2018	INV #ANNUAL024795		01-0000-0-5800-0000-7700-000-6117-0000	NY		1,208.33	
		TOTAL PAYMENT AMOUNT		1,208.33 *			1,208.33	
002850/00	INTERQUEST DETECTION CANINES	760251946						
PV-000287	09/11/2018	INV #1460		01-0000-0-5800-1110-2700-000-0062-0000	NY		350.00	
		TOTAL PAYMENT AMOUNT		350.00 *			350.00	
000363/00	JOHNSON PRINTING & DESIGN	680150799						
PV-000268	08/29/2018	INV #62859		01-0000-0-4300-1110-1000-300-3100-0000	NN		135.67	
		TOTAL PAYMENT AMOUNT		135.67 *			135.67	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt	Net Amount
-----								
003805/00	JUNIOR LIBRARY GUILD							
PV-000271	09/10/2018	INV #426219						
				01-0000-0-4300-1110-2420-300-3200-0000	NN		2,711.45	
		TOTAL PAYMENT AMOUNT		2,711.45	*			2,711.45
006207/00	LACEY KEHOE							
PO-190088	09/14/2018	INV #24218151						
			1	01-0001-0-4300-1110-1000-200-2003-0000	YN P		100.00	100.00
		TOTAL PAYMENT AMOUNT		100.00	*			100.00
		TOTAL USE TAX AMOUNT		7.25				
005716/00	MERIDIAN DIESEL	454037756						
PV-000274	08/21/2018	INV #4695						
				01-0000-0-4300-0000-8100-000-6500-0000	NY		162.36	
PV-000286	04/25/2018	INV #4497						
				01-0723-0-4300-0000-3600-000-6502-0000	NY		98.00	
		TOTAL PAYMENT AMOUNT		260.36	*			260.36
000296/00	MESSICK ACE HARDWARE	942771648						
PO-190033	08/25/2018	INV #442773	1	01-0000-0-4300-1110-1000-100-1030-0000	NN P		10.25	10.25
PO-190033	08/25/2018	INV #443120	1	01-0000-0-4300-1110-1000-100-1030-0000	NN P		5.91	5.91
PO-190033	08/25/2018	INV #443125	1	01-0000-0-4300-1110-1000-100-1030-0000	NN P		2.41	2.41
PO-190033	08/25/2018	INV #K44946	1	01-0000-0-4300-1110-1000-100-1030-0000	NN P		19.51	19.51
PO-190033	08/25/2018	INV #K44948	1	01-0000-0-4300-1110-1000-100-1030-0000	NN P		12.85	12.85
PV-000298	08/25/2018	INV #442655		01-0000-0-4300-0000-8100-000-6505-0000	NN			77.18
PV-000298	08/25/2018	INV #442694		01-0000-0-4300-0000-8100-000-6505-0000	NN			54.14
PV-000298	08/25/2018	INV #442747		01-0000-0-4300-0000-8100-000-6505-0000	NN			30.41
PV-000298	08/25/2018	INV #442772		01-0000-0-4300-0000-8100-000-6507-0000	NN			79.33
PV-000298	08/25/2018	INV #442777		01-0000-0-4300-0000-8100-000-6505-0000	NN			35.86
PV-000298	08/25/2018	INV #K42794		01-0000-0-4300-0000-8100-000-6507-0000	NN			15.42
PV-000298	08/25/2018	INV #K42817		01-0000-0-4300-0000-8100-000-6507-0000	NN			103.28
PV-000298	08/25/2018	INV #442974		01-0000-0-4300-0000-8100-000-6507-0000	NN			3.85
PV-000298	08/25/2018	INV #442979		01-0000-0-4300-0000-8100-000-6501-0000	NN			67.32
PV-000298	08/25/2018	INV #442993		01-0000-0-4300-0000-8100-000-6505-0000	NN			21.44
PV-000298	08/25/2018	INV #443030		01-0000-0-4300-0000-8100-000-6505-0000	NN			48.23
PV-000298	08/25/2018	INV #443050		01-0000-0-4300-0000-8100-000-6507-0000	NN			14.14
PV-000298	08/25/2018	INV #443056		01-0000-0-4300-0000-8100-000-6507-0000	NN			85.79
PV-000298	08/25/2018	INV #443075		01-0000-0-4300-0000-8100-000-6507-0000	NN			32.74
PV-000298	08/25/2018	INV #443093		01-0000-0-4300-0000-8100-000-6507-0000	NN			8.10
PV-000298	08/25/2018	INV #443115		01-0000-0-4300-0000-8100-000-6505-0000	NN			90.04
PV-000298	08/25/2018	INV #443128		01-0000-0-4300-0000-8100-000-6507-0000	NN			7.05
PV-000298	08/25/2018	INV #443164		01-0000-0-4300-0000-8100-000-6507-0000	NN			10.71
PV-000298	08/25/2018	INV #443198		01-0000-0-4300-0000-8100-000-6507-0000	NN			32.14
PV-000298	08/25/2018	INV #443200		01-0000-0-4300-0000-8100-000-6507-0000	NN			26.76



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012 COLUSA UNIFIED SCHOOL DISTRICT J78985  
PRELIST BATCH 12

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 09/18/18 08:55 PAGE 7  
BATCH: 0012 BATCH 12 - SEPTEMBER 21, 2018 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt	Net Amount
005159/00	STANDARD INSURANCE COMPANY	930242990						
PV-000299	08/20/2018	SEPTEMBER 2018 PAYMENT		01-0000-0-9517-0000-0000-0000-0000	NN		1,873.59	
		TOTAL PAYMENT AMOUNT		1,873.59 *			1,873.59	
003131/00	SUPERIOR REGION CATA	946084048						
PV-000297	09/10/2018	2018 FALL MEETING		01-7010-0-5200-3800-1000-300-3530-0000	NN		200.00	
		TOTAL PAYMENT AMOUNT		200.00 *			200.00	
000440/00	SUPERIOR TIRE SERVICE	680389553						
PV-000280	09/04/2018	INV #227847		01-0000-0-4300-0000-8100-000-6507-0000	NN		46.01	
		TOTAL PAYMENT AMOUNT		46.01 *			46.01	
002016/00	SUTTER BUTTES COMMUNICATIONS	680293937						
PV-000272	09/04/2018	INV #40092		01-0723-0-4300-0000-3600-000-6502-0000	NN		323.40	
		TOTAL PAYMENT AMOUNT		323.40 *			323.40	
005422/00	SUTTER COUNTY SUPT. OF SCHOOLS	946002768						
PV-000288	09/11/2018	INV #19-9021 (RODRIGUEZ)		01-0000-0-7142-0000-9200-000-0000-0000	NN		3,250.00	
		TOTAL PAYMENT AMOUNT		3,250.00 *			3,250.00	
005385/00	US FOOD SERVICE							
PV-000295	08/29/2018	INV #5138026		95-0000-0-4300-0000-0000-300-0801-0000	NN		329.23	
		TOTAL PAYMENT AMOUNT		329.23 *			329.23	
005699/00	VALLEY TRUCK & TRACTOR CO.	941089978						
PO-190068	08/24/2018	INV #831846	1	01-0000-0-4300-0000-8100-000-6505-0000	NN P	715.00	715.00	
PV-000282	08/31/2018	INV #827678		01-0000-0-4300-0000-8100-000-6505-0000	NN		27.80	
PV-000282	08/31/2018	INV #831822		01-0000-0-4300-0000-8100-000-6505-0000	NN		797.72	
		TOTAL PAYMENT AMOUNT		1,540.52 *			1,540.52	

012 COLUSA UNIFIED SCHOOL DISTRICT J78985  
PRELIST BATCH 12

ACCOUNTS PAYABLE PRELIST  
BATCH: 0012 BATCH 12 - SEPTEMBER 21, 2018 << Open >>

APY500 L.00.12 09/18/18 08:55 PAGE 8

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt	Net Amount

006228/00 VAZQUEZ SALVIDAR, CINDY

PV-000283	09/14/2018	REIMBURSE FOR LOST BOOK	01-0000-0-4300-1110-1000-100-1005-0000	NN			20.96	
TOTAL PAYMENT AMOUNT							20.96 *	20.96

005719/00 VERIZON WIRELESS

PV-000289	09/06/2018	AUGUST 2018 PAYMENT	01-0000-0-5500-0000-8100-000-0000-0000	NN			152.04	
TOTAL PAYMENT AMOUNT							152.04 *	152.04

006173/00 W.W NORTON & COMPANY

PO-190089	08/31/2018	inv #676950 & #680726	1 01-0000-0-4100-1110-1000-300-3045-0000	NN F		749.44	791.13	
TOTAL PAYMENT AMOUNT							791.13 *	791.13

003025/00 WESTAMERICA BANK

PV-000284	09/01/2018	526-00656	01-0000-0-7439-0000-9100-000-0000-0000	NN			27,522.33	
TOTAL PAYMENT AMOUNT							27,522.33 *	27,522.33

002195/01 WILLIAMS FFA

PV-000285	09/05/2018	NORTH VALLEY SECTION FALL MTG	01-0000-0-4300-3800-1000-300-3530-0000	NN			90.00	
TOTAL PAYMENT AMOUNT							90.00 *	90.00

006229/00 WILLOWS AUTO GLASS

010944908

PV-000290	08/24/2018	INV #I013905	01-0000-0-4300-0000-8100-000-6507-0000	NY			323.98	
TOTAL PAYMENT AMOUNT							323.98 *	323.98

TOTAL BATCH PAYMENT	118,876.28	***	0.00	118,876.28
TOTAL USE TAX AMOUNT	7.25			

TOTAL DISTRICT PAYMENT	118,876.28	****	0.00	118,876.28
TOTAL USE TAX AMOUNT	7.25			

TOTAL FOR ALL DISTRICTS:	118,876.28	****	0.00	118,876.28
TOTAL USE TAX AMOUNT	7.25			

Number of checks to be printed: 40, not counting voids due to stub overflows.

-----

Batch status: A All

From batch: 0013

To batch: 9999

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num						
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS	Liq Amt	Net Amount					
-----											
004456/00	ADVANCED DOCUMENT CONCEPTS	941727222									
	PV-000300 09/18/2018 INV #CNIN699117		01-0000-0-5600-0000-7200-000-0000-0000 NN			123.88					
	PV-000300 09/18/2018 INV #CNIN699118		01-0000-0-5600-1110-1000-100-1027-0000 NN			298.70					
	PV-000300 09/18/2018 INV #CNIN699119		01-0000-0-5600-1110-1000-300-3027-0000 NN			1,093.54					
	TOTAL PAYMENT AMOUNT		1,516.12 *			1,516.12					
000377/00	ALHAMBRA & SIERRA SPRINGS										
	PV-000301 09/13/2018 INV #5169282091318		01-8100-0-4300-0000-8100-000-6500-0000 NN			70.58					
	TOTAL PAYMENT AMOUNT		70.58 *			70.58					
005789/00	AMERICAN FIDELITY ASSURANCE										
	PV-000302 09/01/2018 SEPTEMER 2018 BILLING		01-0000-0-9514-0000-0000-000-0000-0000 NN			354.15					
	TOTAL PAYMENT AMOUNT		354.15 *			354.15					
002759/00	BOEGER, JILL										
	PO-190198 09/18/2018 REIMBURSE SUPPLIES PURCHASED	1	01-0000-0-4300-1110-1000-100-1054-0000 NN P		58.23	58.23					
	TOTAL PAYMENT AMOUNT		58.23 *			58.23					
005570/00	DOCUMENT TRACKING SERVICES	203469254									
	PV-000305 09/17/2018 INV #6159810		01-0000-0-5800-0000-7200-000-6122-0000 NY			895.00					
	TOTAL PAYMENT AMOUNT		895.00 *			895.00					
006231/00	DRAGOO, ADAM										
	PV-000304 09/17/2018 REIMBURSE MILEAGE		01-0000-0-5200-0000-7700-000-6000-0000 NN			69.76					
	TOTAL PAYMENT AMOUNT		69.76 *			69.76					
004268/00	ETS	210634479									
	PV-000320 07/26/2018 INV #SP20061076		01-0000-0-4300-0000-7700-000-6000-0000 NN			174.42					
	TOTAL PAYMENT AMOUNT		174.42 *			174.42					

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y	OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt
								Net Amount
005930/00	FRANZ FAMILY BAKERIES							
PV-000306	09/11/2018	INV #048308625406		13-5310-0-4700-0000-3700-000-0000-0000	NN			174.61
PV-000307	09/11/2018	INV #048308625405		13-5310-0-4700-0000-3700-000-0000-0000	NN			163.59
PV-000308	09/11/2018	INV #048308625404		13-5310-0-4700-0000-3700-000-0000-0000	NN			91.84
		TOTAL PAYMENT AMOUNT		430.04 *				430.04
005669/00	HILL, LEASA							
PV-000309	09/18/2018	REIMBURSE MILEAGE		13-5310-0-5200-0000-3700-000-0000-0000	NN			215.28
		TOTAL PAYMENT AMOUNT		215.28 *				215.28
003582/00	HILLYARD	440522196						
PV-000310	09/12/2018	INV #603141400		01-0000-0-4300-0000-8100-000-6503-0000	NN			61.41
		TOTAL PAYMENT AMOUNT		61.41 *				61.41
006166/00	HUST BROTHERS							
PV-000311	09/18/2018	INV #22IV102395		01-0000-0-4300-0000-8100-000-6511-0000	NN			94.25
		TOTAL PAYMENT AMOUNT		94.25 *				94.25
005716/00	MERIDIAN DIESEL	454037756						
PV-000312	09/01/2018	INV #4725		01-0723-0-4300-0000-3600-000-6502-0000	NY			490.00
		TOTAL PAYMENT AMOUNT		490.00 *				490.00
003820/00	NATURE BRIDGE							
PV-000315	09/17/2018	INV #1901-000290		01-7220-0-4300-1110-1000-300-3026-0000	NN			4,700.00
		TOTAL PAYMENT AMOUNT		4,700.00 *				4,700.00
005745/00	NILSEN RAYMOND, LISA							
PV-000313	09/23/2018	REIMBURSE MILEAGE		01-0000-0-5200-0000-7700-000-6000-0000	NN			55.26
		TOTAL PAYMENT AMOUNT		55.26 *				55.26



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y	OBJ GOAL	FUNC SCH	BDRS TYPE	T9MPS	Liq Amt
								Net Amount
006138/00		NORTHERN CALIFORNIA FEED &						
	PV-000303	09/17/2018	GOAT FEED					
				01-0000-0-4300-3800-1000-300-3530-0000	NN			135.00
			TOTAL PAYMENT AMOUNT			135.00 *		135.00
003736/00		O'CONNELL RANCH						
	PV-000314	09/10/2018	INV #39011					
				13-5310-0-4700-0000-3700-000-0000-0000	NN			116.00
	PV-000314	09/10/2018	INV #39012					
				13-5310-0-4700-0000-3700-000-0000-0000	NN			100.00
	PV-000314	09/10/2018	INV #39013					
				13-5310-0-4700-0000-3700-000-0000-0000	NN			40.00
	PV-000314	09/10/2018	INV #39014					
				13-5310-0-4700-0000-3700-000-0000-0000	NN			38.00
			TOTAL PAYMENT AMOUNT			294.00 *		294.00
006196/00		ROCHESTER 100						
	PO-190014	09/25/2018	INV #A09488					
				1 01-0000-0-4300-1110-1000-100-1020-0000	YN F		167.97	156.25
			TOTAL PAYMENT AMOUNT			156.25 *		156.25
			TOTAL USE TAX AMOUNT			11.33		
000415/00		ROUND TABLE PIZZA						
			680471035					
	PV-000316	09/21/2018	CHS ORDER #2 (9-21-18)					
				01-7220-0-4300-1110-1000-300-3026-0000	NN			135.94
			TOTAL PAYMENT AMOUNT			135.94 *		135.94
006233/00		SCHOOL SERVICES OF CALIFORNIA						
	PV-000317	08/31/2018	INV #0117379-IN					
				01-0000-0-5800-0000-7200-000-0000-0000	NN			8,705.39
			TOTAL PAYMENT AMOUNT			8,705.39 *		8,705.39
006234/00		SUPERIOR REGION FFA						
	PV-000318	06/01/2018	EVENT #10320					
				01-7010-0-5200-3800-1000-300-3530-0000	NN			360.00
			TOTAL PAYMENT AMOUNT			360.00 *		360.00
005783/00		TRIMARK						
	PV-000319	09/11/2018	INV #394499/2					
				13-5310-0-4700-0000-3700-000-0000-0000	NN			6,381.38
			TOTAL PAYMENT AMOUNT			6,381.38 *		6,381.38

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num								
Req Reference	Date	Description	FD RESC Y OBJ GOAL FUNC SCH BDRS TYPE	T9MPS	Liq Amt	Net Amount							
005101/00	US BANK- CAL CARD	411558798											
RC-000035	09/12/2018	9.28.18 NEWMAN VISA CHARGES	01-0000-0-4300-0000-7200-000-0000-0000			536.22							
RC-000036	09/25/2018	9.28.18 LAY VISA CHARGES	01-0723-0-4300-0000-3600-000-6511-0000			700.00							
RC-000037	09/25/2018	9.28.18 RODRIGUEZ VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000			2,673.80							
RC-000037	09/25/2018	9.28.18 RODRIGUEZ VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000			1,219.60							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7200-000-0000-0000			209.66							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000	N		64.75							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7200-000-0000-0000	N		164.72							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000	N		214.50							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-1110-1000-100-1042-0000	N		72.90							
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RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4400-1110-1000-200-2042-0000	N		30.03							
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RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4400-1110-1000-100-1042-0000	N		166.10							
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RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-9519-0000-0000-000-0000-0000	N		4.34							
RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7700-000-6000-0000	N		-4.34							
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RC-000038	09/25/2018	9.28.18 MILLER VISA CHARGES	01-0000-0-4300-0000-7200-000-0000-0000	N		-15.20							
RC-000039	09/25/2018	9.28.18 HILL VISA CHARGES	13-5310-0-4700-0000-3700-000-0000-0000			90.66							
RC-000039	09/25/2018	9.28.18 HILL VISA CHARGES	13-5310-0-4710-0000-3700-000-0000-0000			118.61							
RC-000039	09/25/2018	9.28.18 HILL VISA CHARGES	13-5310-0-4700-0000-3700-000-0000-0000			9.43							
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RC-000041	09/25/2018	9.28.18 SCHANTZ VISA CHARGES	01-0000-0-4300-0000-8100-000-6507-0000			31.85							
RC-000042	09/25/2018	9.28.18 HICKS VISA CHARGES	01-0000-0-4300-1110-1000-100-1030-0000			5.36							
TOTAL PAYMENT AMOUNT						30,805.36 *							
						30,805.36							

012 COLUSA UNIFIED SCHOOL DISTRICT J79436

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 09/25/18 18:07 PAGE 5  
 BATCH: 0013 BATCH 13 - SEPTEMBER 28, 2018 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num				
Req Reference	Date	Description	FD RESC Y	OBJ	GOAL	FUNC	SCH	BDRS	TYPE

006235/00 VOYAGER SOPRIS LEARNING

PV-000321	07/23/2018	INV #07232018dw	01-3010-0-5200-1110-1000-000-0900-0000	NN					
TOTAL PAYMENT AMOUNT									416.66
									416.66

TOTAL BATCH PAYMENT	56,574.48	***	0.00	56,574.48
TOTAL USE TAX AMOUNT	11.33			

TOTAL DISTRICT PAYMENT	56,574.48	****	0.00	56,574.48
TOTAL USE TAX AMOUNT	11.33			

TOTAL FOR ALL DISTRICTS:	56,574.48	****	0.00	56,574.48
TOTAL USE TAX AMOUNT	11.33			

Number of checks to be printed: 23, not counting voids due to stub overflows.

COLUSA UNIFIED SCHOOL DISTRICT  
745 Tenth Street  
Colusa, California 95932

RESOLUTION #2018-19.06  
AUTHORIZING PARTICIPATION IN THE RURAL SCHOOL BUS PILOT PROJECT

WHEREAS, on October 15, 2018, the Governing Board of the Colusa Unified School District met in regular session; and

WHEREAS, California Climate Investments are funded by the State proceeds from Cap-and-Trade auctions. These funds provide an opportunity for the State to invest in projects that help achieve our climate goals and provide benefits to disadvantaged communities; and

WHEREAS, the California Air Resources Board (CARB) created the Rural School Bus Pilot Project (RSBPP), and has allocated funding from the California Climate Investments; and

WHEREAS, the North Coast Unified Air Quality Management District (NCUAQMD) has been selected to administer the RSBPP on behalf of CARB; and

WHEREAS, the NCUAQMD requires the submission of information, on standardized forms (application forms), to determine eligibility and to rank proposed projects; and

WHEREAS, if selected to receive funding, in order to participate in the RSBPP, the grantee is required to enter into an agreement with the NCUAQMD wherein the fulfillment of terms and conditions is required in order to receive the funding.

NOW THEREFORE, BE IT RESOLVED, that the Governing Board of the Colusa Unified School District authorizes the submission of applications for Rural School Bus Pilot Project grants; and

BE IT FURTHER RESOLVED, that if selected for funding, the Transportation Coordinator is authorized to enter into binding contracts on behalf of the school district and to act, as needed, to ensure the contract terms are satisfied.

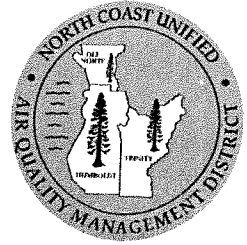
On motion of \_\_\_\_\_, seconded by \_\_\_\_\_,  
the foregoing resolution is hereby PASSED and ADOPTED by the Colusa Unified School District Governing Board on the 15<sup>th</sup> day of October 2018 by the following votes:

AYES:  
NOES:  
ABSTAIN:  
ABSENT:

\_\_\_\_\_  
Charles Yerxa, Board President

\_\_\_\_\_  
Melissa Yerxa Ortiz, Clerk of the Board

**North Coast Unified  
Air Quality Management District**  
707 L Street, Eureka, CA 95501  
(707) 443-3093  
[www.ncuaqmd.org](http://www.ncuaqmd.org)



September 20, 2018

Jamie Lay  
Colusa Unified School District  
901 Colus Ave  
Colusa, CA 95932

RE: Rural School Bus Pilot Project – Initial Selection

Congratulations! Colusa Unified School District has been tentatively selected to receive Rural School Bus Pilot Project grant funding from the North Coast Unified Air Quality Management District (NCUAQMD) to replace the bus(es) listed below:

Grant #	Max Funding	Bus #	Model Year	VIN
RSBPP 18-49	\$405,000.00	8	1991	1BABMBBA0MF045192

Attached you will find a copy of Application Part B. Please complete the enclosed application(s) and return to the NCUAQMD no later than October 22, 2018. Submission of this application will allow the NCUAQMD to verify the information you provided in Application Part A, and confirm eligibility requirements have been met. The grant approval process cannot be completed without this supplemental information. Should additional time be needed, please contact us as soon as possible.

Once the NCUAQMD has reviewed the information provided in Application Part B and determined that you have met all eligibility requirements, you will be sent a project agreement for review and signature. Please note that you may not purchase your new school bus(es) until the agreement has been signed by both you and the District. Failure to do so will result in a termination of your grant offer.

Please be sure to pay special attention to the "Checklist of Required Documents" found on page one of the Application. These documents must be received in order to be considered a complete application.

The NCUAQMD looks forward to working with you to ultimately reduce student exposure to pollutants, and making a positive impact on the air quality in California. If you have any questions or require additional information, please contact Erin Squire at (707) 443-3093 x 111 or by email at [esquire@ncuaqmd.org](mailto:esquire@ncuaqmd.org).

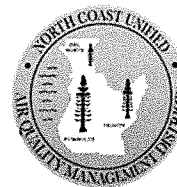
Sincerely,

A handwritten signature in black ink, appearing to read "Jason Davis", written over a horizontal line.

Jason Davis  
Permits & Planning Division Manager



## Rural School Bus Pilot Project Application Part B



Due October 22, 2018

Please complete the following form, attach all documents listed below, and submit to the North Coast Unified Air Quality Management District (NCUAQMD) no later than October 22, 2018. This application will be used to verify your project eligibility.

Completed applications and documents should be mailed to:

NCUAQMD  
Attn: Rural School Bus Pilot Project  
707 L Street  
Eureka, CA 95501

If you have any questions or would like additional information, please contact the NCUAQMD by email at [esquire@ncuaqmd.org](mailto:esquire@ncuaqmd.org) or by phone at (707) 443-3093 x 111.

### Application Part B - Checklist of Required Documents:

- ☐ Board Resolution: A resolution from the school district or JPA governing board authorizing submittal of the application and identifying the individual authorized to implement and administer the project.
- ☐ A Copy of the current CHP Safety Certification (CHP form 292)
- ☐ A Copy of Current DMV School Bus Registration
- ☐ A Photo of the School Bus Manufacturers ID Tag clearly showing the VIN and GVWR
- ☐ A Photo of the Engine Serial Number and Engine Model Year
- ☐ A Photo of the Current Odometer Reading and/or records showing actual school bus mileage
- ☐ A Vendor Quote for the New School Bus
- ☐ ARB Executive Order for the new school bus or school bus engine
- ☐ Proof of Availability of Renewable Fuel (if applicable)
- ☐ An installation and material quote for electric charging infrastructure (if applicable). Installation quote must include the contractor's license number.





## Rural School Bus Pilot Project Application Part B



### New School Bus Requirements:

New school buses must meet the following eligibility requirements:

- All new school bus engines must be certified by CARB for sale in California, comply with durability and warranty requirements, and be the current model year available.
- New school buses must be delivered and operational no later than February 1, 2021.
- New school buses purchased under this program must be operated and maintained according to the manufacturer's warranty specifications.
- New school buses must be owned and operated by the grant recipient for a minimum of three (3) years.
- New school buses must receive CHP Safety Certification before being placed in active service.
- For hybrid or internal combustion engines projects, grant recipient must purchase enough renewable fuel to power the bus for the mileage accumulated during the three year project life.
- New school buses with internal combustion engines are eligible for replacement funding if the engine's emissions meet the following standards: 0.20 grams per brake horse power-hour (g/bhp-hr) oxides of nitrogen emission standard and 0.01 g/bhp-hr particulate matter standard.

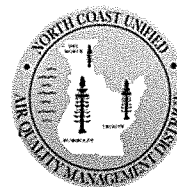
### Base Model School Bus:

Please list any options that increase the cost of the new school bus on page 3, with the exception of the following allowable options:

- Automatic Snow Chains
- Long Range Battery capability
- Air Conditioning
- Handicap & ADA Accessibility Options
- Standard Camera Options (interior, exterior, and back-up)
- Basic Driver Comfort Options (cup holder, etc.)
- CA School Bus Requirements



## Rural School Bus Pilot Project Application Part B



### Applicant Information

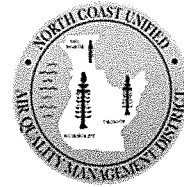
School District or JPA: Colusa Unified School District		Contact Name, Title: Jamie Lay, Transportation Coordinator	
Mailing address: 901 Colus Ave			
City: Colusa	State: CA	Zip Code: 95932	
Email Address: jamie.lay@colusa.k12.ca.us	Grant Number: RSBPP 18-49	Old School Bus ID#: 8	

### New School Bus Information

<b>Technology Type:</b> <input type="checkbox"/> Zero-Emission <input type="checkbox"/> Hybrid or Internal Combustion Engine Using Renewable Fuel You may only select the new school bus technology type originally listed on Part A of your application.		
Vendor:		School Bus Type: <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D
Vehicle Manufacturer:	Model:	Model Year:
Gross Vehicle Weight Rating (GVWR):	Passenger Capacity:	Fuel Type:
Engine Manufacturer:	Engine Model:	Engine Year:
	Horsepower:	ARB Executive Order Number:
<b>New Bus Purchase Price (include copy of quote):</b> \$		
Does the quote include any options or equipment above a "base model" school bus:		



## Rural School Bus Pilot Project Application Part B



### Electric School Bus Infrastructure (Zero-Emission Projects Only)

Please describe the type of infrastructure needed/required:		
Installer(s):		
License Number(s):		
Materials/Equipment Cost: \$	Labor & Installation: \$	Total Infrastructure Costs: \$
An installation and materials quote, including contact information must be attached		

### Renewable Fuel Verification (Hybrid or Internal Combustion Projects Only)

I have verified the availability of Renewable Fuel in my area: <input type="checkbox"/> Yes, a letter from my fuel provider is attached <input type="checkbox"/> No		Fuel Type: <input type="checkbox"/> Diesel <input type="checkbox"/> CNG <input type="checkbox"/> Propane
Fuel Provider:		
Address:	City, State:	Zip Code:
<input type="checkbox"/> I agree to the following: Grantees must purchase enough <u>renewable fuel</u> to power the new school bus for the mileage accumulated during the three year project life. Fuel type must be approved by the NCUAQMD and/or ARB.		
		Initials: _____

I hereby certify that all information provided in this application are true and correct. I understand that this application is for evaluation purposes only and does not guarantee project funding. I certify that to the best of my knowledge, the information contained in this application and in any documentation accompanying this application or submitted in furtherance of this application is true and accurate. I certify that I have the legal authority to apply for funding on behalf of the applicant entity and that I am authorized to sign this application on behalf of applicant.

Printed name of representative:	Title:
Signature of representative:	Date:



# Career Technical Education Facilities Program Application

Form A - Cover Page (Revised 3/18)

## Section 1: California Department of Education Use Only

Application Log Number: \_\_\_\_\_

Reviewer Number: \_\_\_\_\_

Received Date: \_\_\_\_\_

Original Application and Three Copies: ☐ USB Flash Drive Included: ☐

## Section 2: Local Educational Agency Contact Information

Local Educational Agency (LEA) :

Colusa Unified - Secondary

CDS Code:

06-61598-0000000

Printed Name and Title of Contact:

Rebecca Changus Colusa High School Principal & Perkins Coordinator

Address:

901 Colus Avenue

City:

Colusa

Zip Code:

95932

County:

Colusa

Telephone Number:

(530) 458-2156

Fax Number:

(530) 458-5783

Email Address:

rchangus@colusa.k12.ca.us

## Section 3: Project Information

### Type of Project:

New Construction (including equipment): ☐

Modernization/Reconfiguration (including equipment): ☒

Equipment Only: ☐

School Name:

Colusa High School

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Name of Career Technical Education Industry Sector (Note: Only one industry sector per application will be accepted):

Business and Finance

---

Career Technical Education Pathway(s):

Business Management

---

Proposed Schematic Drawing Attached?: Yes ☒ No ☐

School Site Plan Drawing Attached: Yes ☒ No ☐

Estimated Total Cost of Project (See Form B): \$135,000

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Total Amount of State Funds Requested (See Form B): \$135,000

---

Number of students occupying teaching stations or using equipment (per class period): 30 Per Period

---

Number of Classrooms in Project: 1

---

Annual Number of Students Served: 168

---

Square Footage of Project: 1073

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## Section 4: Approval

Date Governing Board Approved CTE Application (Board must approve project no later than October 19, 2018): October 15, 2018

## Section 5: Certification

*The local educational agency (LEA) certifies that the Advisory Committee pursuant to Education Code Section 8070 has met and approved the CTE Plan, and the other requirements contained in Education Code Section 17078.72, including sections (i) (1 thru 7) have been accomplished, and minutes and other supporting documentation are on file at the LEA's Office. Further, the LEA certifies that the project is on a comprehensive high school site that meets the requirements of Education Code sections 51224, 51225.3, and 51228.*

### Authorized LEA Representative to initial each Education Code Section.

E.C. 8070 ✓

The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers.

The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

E.C. 17078.72 ✓

(a) The Career Technical Education Facilities Program is hereby established to provide funding to qualifying local educational agencies for the purpose of constructing new facilities or reconfiguring existing facilities, including, but not limited to, purchasing equipment with an average useful life expectancy of at least 10 years, to enhance educational opportunities for pupils in existing high schools in order to provide them with the skills and knowledge necessary for the high-demand technical careers of today and tomorrow.

(b) The State Department of Education, in cooperation with the Chancellor's Office of the California Community Colleges, the Labor and Workforce Development Agency, and industry groups, shall develop criteria and pupil outcome measures to evaluate the program. The criteria shall ensure equity, program relevance to industry needs, and articulation with more advanced coursework at the partnering community colleges or private institutions.

(c) The program shall be based on grant applications administered by the board.



(d) Grants shall be allocated on a per-square-foot basis for the applicable type of construction proposed or deemed necessary by the board consistent with the approved application for the project.

(e) New construction grants shall not exceed three million dollars (\$3,000,000) per project per schoolsite, inclusive of equipment, and shall only be allocated to comprehensive high schools that have an active Career Technical Advisory Committee pursuant to Section 8070, in either of the following methods:

(1) For a stand-alone project on a per-square-foot basis for the applicable type of construction proposed, based on the criteria established pursuant to subdivision (b), consistent with the approved application for the project.

(2) For new school projects, as a supplement to the per pupil allocation pursuant to Section 17072.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(f) Modernization grants shall not exceed one million five hundred thousand dollars (\$1,500,000) per project per schoolsite, inclusive of equipment and may be awarded to comprehensive high schools or joint power authorities currently operating career technical education programs that have an active Career Technical Advisory Committee pursuant to Section 8070 for the purpose of reconfiguration. For comprehensive high schools, the grant shall be supplemental to the per pupil allocation pursuant to Section 17074.10. The supplement is intended to cover excess costs uniquely related to the facilities required to provide the career technical education program or programs.

(g)(1) A school district shall contribute from local resources a dollar amount that is equal to the amount of the grant of state funds awarded under subdivisions (d), (e), and (f). The required local contribution may be provided by private industry groups, the school district, or a joint powers authority.

(2) A school district shall not be required to demonstrate that it has unhoused pupils or that a permanent school building is more than 25 years old in order to receive a grant under the program.

(h) The program shall allow the required local contribution to be paid over time if sufficient local funds are not immediately available. The board may provide for a repayment schedule consistent with subparagraphs (C) and (D) of paragraph (1) of subdivision (a) of Section 17078.57. The board shall not waive the required local contribution on the basis of financial hardship or on any other basis.

(i) Applications shall meet the criteria developed under subdivision (b) and shall require all of the following:

(1) A clear and comprehensive career technical education plan for each course of study applicable to the instructional space.

(2) Projections of pupil enrollment.

(3) Identification of feeder schools, industry partners, and community colleges or other postsecondary schools participating in the development, articulation, and review of the educational program.

(4) Evidence of approval of the plan by the entities listed in paragraph (3).

(5) The method by which accountability for pupil enrollments and outcomes will be maintained. Outcomes shall include, but are not limited to, certificate completion, the successful entry of pupil to employment in the applicable industry, and successful transition to post-secondary institutions for work in the applicable industry or other areas of study.

6) Evidence of coordination with all feeder schools, middle schools, and high schools within the area to ensure that the project and programs complement career technical education offerings in the area.

(7) Evidence that upon completion of the project the local educational agency will meet all of its obligations under Section 51228 relating to career technical education.

(j) Applications shall give weight to the number of pupils expected to attend, the cost per pupil, financial participation by industry partners in the construction and equipping of the facility, commitment to accountability for outcomes and participation, the strength and relevance of the educational plans to the needs of industry for qualified technical employees applicable to the economic development needs of the region in which the project will be located, and coordination and articulation with feeder schools, other high schools, and community colleges.

(k) The Office of Public School Construction shall develop and the board shall approve regulations to implement this article on or before April 19, 2007, and the board may promulgate those regulations first on an emergency basis, which shall be effective for no more than 12 months, after which any permanent regulations shall be promulgated in accordance with the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(l) Notwithstanding paragraphs (e) and (f), a project approved pursuant to this section is also eligible for an incentive grant from the funds specified in paragraph (8) of subdivision (a) of Section 101012 if the project meets the criteria prescribed in that section.

#### **E.C. 51224 ✓**

The governing board of any school district maintaining a high school shall prescribe courses of study designed to provide the skills and knowledge required for adult life for pupils attending the schools within its school district. The governing board shall prescribe separate courses of study, including, but not limited to, a course of study designed to prepare prospective pupils for admission to state colleges and universities and a course of study for career technical training.

#### **E.C. 51225.3 ✓**

(a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or foreign language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

#### **E.C. 51228 ✓**

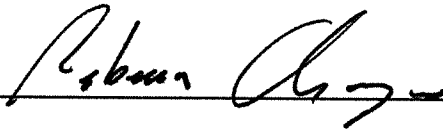
(a) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study fulfilling the requirements and prerequisites for admission to the California public institutions of postsecondary education and shall provide a timely opportunity to each of those pupils to enroll within a four-year period in each course necessary to fulfill those requirements and prerequisites prior to graduation from high school.

(b) Each school district maintaining any of grades 7 to 12, inclusive, shall offer to all otherwise qualified pupils in those grades a course of study that provides an opportunity for those pupils to attain entry-level employment skills in business or industry upon graduation from high school. Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

(c) A school district that adopts a required curriculum that meets or exceeds the model standards developed and adopted by the state board pursuant to Section 51226 shall be deemed to have fulfilled its responsibilities pursuant to subdivision (b).

(d) A school district that adopts a required curriculum pursuant to subdivision (c) that meets or exceeds the model standards developed by the state board pursuant to Section 51226, or that adopts alternative means for pupils to complete the prescribed course of study pursuant to subdivision (b) of Section 51225.3, may substitute pupil demonstration of competence in the prescribed subjects through a practical demonstration of these skills in a regional occupational center or program, work experience, interdisciplinary study, independent study, credit earned at a postsecondary institution, or other outside school experience, as prescribed by Section 51225.3.

Print Name of Authorized L E A Representative: Rebecca Changus

Signature of Authorized L E A Representative: 

Initials of Authorized L E A Representative: Re

Title: Principal

Phone Number: 530-458-2156

Date: 9-19-18

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**Career Technical Education Facility Program**

**Project Abstract**

Colusa is dedicated to providing an integrated curriculum in our Business Program. CHS accomplishes this by adding to and enhancing the current career pathways to engage students by improving their ability to achieve their dreams. The business department has been minimally funded in order to maintain the program and function. The pathway has solidified in order to have program completers and promote leadership and entrepreneur opportunities and skills critical in the 21<sup>st</sup> century.

Through the use of district resources, our teachers use their own expertise and the expertise of businesses and schools in the business field to deliver high-quality learning opportunities for the students at CHS. Our teachers draw from current research on student learning and apply that to the classroom; use research and apply it to instructional practices and designs; and finally, use research to help all students achieve their fullest potential. The content of the pathways are delivered in a manner requiring students to be engaged with the content, engaging students with each other and with the teacher.

Not only is instructional delivery important, but CHS is working to establish a connection to work with Woodland Community College (WCC) and Yuba Community College (YCC) to establish a process to review, evaluate and revise course content and examine and update course sequencing through dual enrollment.

We are initiating plans for the primary business classroom to be remodeled with updated areas for collaborative computer banks to be utilized by our teacher and students to enhance the educational opportunities within the business pathway. Colusa High School Business Department has made significant steps to increase career exploration and leadership to enrich opportunities for our students. The modernization project is estimated at \$135,000 in order to make our facilities current and high functioning to offer the best academic learning environment for our CTE students possible.

The modernization of our primary classroom will be monitored with data to be results based in our current performance to demonstrate growth due to the modernization. The business department strives to have two key goals met with the assistance of the CTE facility grant: 1) 100% proficiency of our capstone students in business readiness assessments and personal finance assessments and 2) increased number of students engaged in work-based learning with local industry partners. Our teachers utilize Illuminate to track progress and demonstrate student growth as well as Google Classroom to broaden the classroom exposure offered.

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**Part 1 – Career Technical Education Plan**

Describe the proposed CTE plan for this request for applications:

The proposed industry sector is Business and Finance. The department recently expanded in staffing and course offerings, but funding is still limited hindering their growth and development. Modernization of the facility is critical in establishing a relevant program that properly equips our students. The foundation has been laid to offer a very promising program, and financial support will take the program to the next level.

We have two CTE credentialed teachers in the business department providing instruction to our students. Administration carefully hired CTE business teachers in order to develop the program further as a high number of our students go into the business field after finishing high school. Colusa High School promotes professional development for our teachers. Some of the trainings and conferences our business department attended are:

- ServSafe
- CADA Advisor Conference
- Essential Skills Now Teacher Summit
- CRANE New CTE Teacher Orientation
- Tri-County Induction Program

All Colusa High School CTE business teachers are members of an advisory committee. As outlined in CA Ed Code, the meetings include the requisite number of employers as well as the required agenda items. Colusa has done an excellent job in submitting their advisory minutes in a timely manner. Colusa High School CTE teachers collaborate with industry partners on a regular basis. Local industry partners support the overarching goals of Career Technical Education due to our small demographics and the fact that many individuals service a variety of areas as needed by a small community. The advisory committee guides Colusa Unified – Secondary, Colusa High School through both curriculum resources/guest speakers as well as tours to their facilities. We meet twice yearly for our CTE Advisory meetings. Advisory committee meetings are held in the fall and the spring.

Colusa High School through data provided by a facility review established the need to pursue the business career pathways for Colusa High School. We have expanded course offerings in regards to quality instruction available to students to offer exposure to industry standards in computer based skills, personal finance and advanced business management to prepare our students for the current business world we know will continue to expand.

We are initiating plans to remodel our primary business classroom including the collaborative work stations to enhance the educational opportunities within the business pathway. The classroom will be equipped with digital lab stations, industry standard equipment and the instruments will automatically upload for immediate use for students. The furniture for the classroom will offer student work stations for alternative learning stations as well as collaborative work stations. Raised flooring will be installed to

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modernize the electrical sources increasing the effectiveness of the power sources, internet speed and overall safety for students. Colusa High School requires all student complete a vocational education courses. Countless hours are spent on the master schedule to enable students to participate in as many pathways as desired. Our completers earn stoles for graduation, and it is taken as a point of pride to showcase their efforts throughout their high school careers at graduation.

The business and finance department has **not** received funding from any of the following programs: Agriculture Incentive Grant, Career Technical Education Incentive Grant, California Career Partnership Trust, Carl D. Perkins, Regional Occupational Centers/Programs (ROCPs) or Title I funding. The program has been sustained by minimal district funding. The growth and development of the program as well as the validity of the program are the reason Colusa High School is applying for CTE Facility Program Grant. The program is in dire need of financial support for our CTE students.

- College students majoring in business have increased by approximately 32% in recent years.
- Businesses mandate competency and mastery in technology use and computer skills.
- CUSD LCAP Goal #3 – Improve Access to and Use of Instructional Technology and Modern Facilities (See Appendix C)

### **Part 2 – Projection of Student Enrollment**

Colusa High School has two active student organizations (FFA & FBLA). Our FBLA chapter has been chartered by the state and national organizations. In the 2017 – 2018 school year Colusa High School had 168 students active in the business department with 78 actively competing in FBLA. Currently, Colusa High School has 204 students enrolled in business courses with 53 students that are active in the FBLA student organization. Our FBLA program has grown in recent years while other FBLA programs have been terminated displaying the strength of our program including it's highly qualified teachers and student leaders. We currently have a regional officer as well as a state FBLA delegate. All of our student memberships are affiliated with the State FBLA Association. Our work plan is updated annually in the summer and approved by the organization at the first leadership meeting/kickoff each year. The plan is given to the administration at CHS as well as the district office. Parents are informed of the work plan as well and the high school announces all activities on the school website, Facebook pages and daily school bulletin. All of our student ethnic groups equally participate in our Business pathway courses. This also includes our special education population and English Learners. Students from our Colusa Alternative Home School Concurrently Enrolled Program also have the option to participate in the business program. Health industry partnership individuals also visit CHS to give presentations to our students as an outreach program. Students are made aware of non-traditional careers through the career exploration class and their business classes

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through classroom discussions and research projects. Here is a list of our current FBLA activities available for our participants:

Levels of Competition and/or Conferences/Events: Leadership Development Institute,

**Section Leadership Conference, State Leadership Conference, and National Leadership Conference**

<b>State/National Projects</b> <ul style="list-style-type: none"> <li>• Business Achievement Awards</li> <li>• Community Service Project</li> <li>• Leaders in Action</li> <li>• Financial Literacy</li> <li>• Small Business Project</li> <li>• American Enterprise Project</li> <li>• Professional Membership/Industry Partnership Project</li> </ul>	<b>Role Play Competitions</b> <ul style="list-style-type: none"> <li>• Banking &amp; Financial Systems</li> <li>• Entrepreneurship</li> <li>• Global Business</li> <li>• Management Decision Making</li> <li>• Marketing</li> </ul>
<b>Interview/Speaking Competitions</b> <ul style="list-style-type: none"> <li>• Job Interview</li> <li>• Public Speaking</li> <li>• Impromptu Speaking</li> </ul>	<b>Production Competitions</b> <ul style="list-style-type: none"> <li>• Computer Applications</li> <li>• Database Design &amp; Applications</li> </ul>
<b>Objective Competitions</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Advertising</li> <li>• Agribusiness</li> <li>• Business Communication</li> <li>• Computer Problem Solving</li> <li>• Cybersecurity</li> <li>• Economics</li> <li>• Networking Concepts</li> <li>• Organizational Leadership</li> <li>• Business Communication Technologies</li> </ul>	<b>Presentation Competitions</b> <ul style="list-style-type: none"> <li>• Broadcast Journalism</li> <li>• Business Ethics</li> <li>• Digital Video Production</li> <li>• Mobile Application Development</li> <li>• Sales Presentation</li> <li>• Graphic Design</li> <li>• Emerging Business Issues</li> </ul>

The CHS Business Department will continue to take students to the activities listed above and will be adding the CSUC leadership experience at our high school to accommodate more students attending leadership training, as the state conferences are going through growing pains and cannot accommodate at this time our growing

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membership. Seniors in Advanced Business Management class are required to complete a career research paper to further prepare all seniors that will be program completers. Additionally, students in that course complete a cover letter, resume and application for a job in a business industry sectors. Students will then go through a job interview conducted by local business people and industry representatives. The top three will go on represent the FBLA chapter at Section, Region and State competition.

Our Business Applications for all 9<sup>th</sup> grade students required students to complete College Links and Strength Finders. Additionally, Business Communication Technologies became a CHS graduation requirement in 2014 to further prepare our students in hopes of students gaining financial mastery and independence. Lastly, Advanced Business Applications course was added as a 2018-2019 requirement as a capstone class for the business pathway. CHS is also fortunate to have a guidance counselor and a full time career technician on staff. They put on numerous events such as a school wide career day the last Wednesday in October where members of the community visit each of the classrooms on campus to share their professional wisdom students. The goal is to expand the knowledge base of students therefore exposing them to more careers prior to entering the work force. At the end of the day there is a college fair in the school quad area with all the local colleges and military represented. All business students complete and update yearly a four year plan with the guidance counselor. The career path brochures are used to guide students to choose their courses of study. Careers are discussed within all business classes during each unit of study, and career exploration is the focus of a nine week course taught to all freshman at the high school. The business department has one unit in which collaborative groups create business plans.

Colusa High School students active in the FBLA program and competitions complete proficiency applications to document skills learned. These applications lead to section, region, state and national competition. Over forty CHS FBLA students competed in the Northern Section Leadership Conference, of which over 90% placed within the top 10 of their respective competitions. Additionally, three students were elected to leadership positions at the section level. Twenty-two students competed at the State Leadership Conference in 2018 where Colusa received state recognition for Largest Professional Division Membership for the most industry partners of any FBLA chapter in the state. Colusa High School also received Gold Seal Recognition, an award presented to the top 15% of FBLA chapters in the state based on the program of work completed by students. One student was installed as a state officer for the coming year. We expect to maintain our current numbers in the business department, and the number of completers has the potential to increase.

### **Part 3 – Identification of Feeder Schools and Partners**

Colusa Unified School District is a small district increasing the opportunities for feeder school and partners. Student leaders from our feeder school (Egling Middle School) joined our CHS leadership function called Strength Finders for Student Leaders. Our leadership team visits Egling classes in the spring to bridge the transition

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from middle school to high school in hopes of increasing student engagement in CTE programs among other programs offered at Colusa High School. We host an 8<sup>th</sup> Grade Parent Night in May, and the business department attends in order to promote their program and involvement for all students. Our ASB leadership class that has many members who are leaders of the business department facilitates our 9<sup>th</sup> Grade Orientation the Friday before school starts. The business program also is highly visible at Back to School Night and Winterfest. All of their involvement will be increased and more interactive with the modernization of the two classrooms.

- Appendix B identifies the membership of the CTE advisory committee required pursuant to EC Section 8070.
- Local, comparative schools have struggled in maintain enrollment resulting in declining enrollment or elimination of the program.
- Colusa High School serves an expansive population with the closest neighboring ten miles away. The closest neighboring school does not have a credentialed business teacher or pathway program.

### **Part 4 – The Accountability Plan**

The CTE teachers at CHS are familiar with the Model Curriculum Standards and they have been implemented in all current pathways. However, a full alignment has not taken place with the pathways we wish to implement with this grant. The Career and Technical Education (CTE) teachers that will be implementing the new pathways will use the Model Curriculum Standards. The standards are written to demand high quality coursework for students to complete on their way to a future career and are aligned with the Common Core State Standards in English-Language Arts and mathematics. The standards are rigorous, evidence-based, relevant and reasonable in scope. They offer clear guidelines for course content development and expectations for student achievement. As mentioned previously Colusa High School is fortunate to have an experienced CTE staff. All of the CTE instructors at Colusa are deemed highly qualified and appropriately credentialed for the subject matter they teach by the California Commission on Teacher Credentialing. All of the CTE teachers at Colusa have participated and continue to participate in numerous professional development opportunities offered by the district, CATA and ROP.

The data reporting requirements will be completed in California Longitudinal Pupil Achievement Data System (CALPADS). The data to be reported includes the following:

- The number of pupils completing high school
- The number of pupils completing CTE coursework
- The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment
- The number of former pupils employed and the types of businesses in which they are employed.
- The number of former pupils enrolled in a postsecondary educational institution, a state apprenticeship program, or another form of job training.

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Consistent with previous practice, data reporting will be completed through the use of Infinite Campus (Student Information System). The information is loaded from Infinite Campus to CALPADS. The numbers and information is based on the same pupil information. I can easily gather the number of students completing high school from our counseling office. Students completing CTE coursework are identified and properly coded at the start of every school year, and it is followed up on in the spring to verify numbers. Additionally in the spring, a report to verify individuals enrolling in a postsecondary educational institution, a state apprenticeship program or other job training. The information is then followed-up upon to verify employment and/or education after high school.

All students in business courses will complete a proficiency application at the end of the year documenting their skills attained during the year. It will include descriptions of skills, standards tied to the skill, and photos of students performing the skill. Our school has transitioned to Illuminate as a data program districtwide. That said, it has taken considerable time to upload all of the necessary information in order to utilize the system efficiently. Our transition to Infinite Campus has also proven to be positive in that the detailed data entry makes the monitoring process of our students and programs even more detailed and accurate.

Our superintendent regularly holds meetings to monitor the various programs available in our district. We hold quarterly meetings for CTE at our site level, and we report our meeting notes and minutes to our superintendent. We hold district leadership team meetings as well as principal team meetings to keep our LCAP as accurate and updated as possible.

- As a small, rural community network happens at a very young age for many individuals. Numerous students have established business plans to promote their own entrepreneurial goals. Due to Colusa High School's focus on CTE and value to emphasis on work based learning students are able to get the foundational support and mentoring from local, established business owners prior to becoming independent with their craft.
- The advancements in our business department have provided diversified course offerings to assist student development while not conflicting with a-g course offerings. The courses not only prepare students for the collegiate level as the courses provide an opportunity for personal growth and increased knowledge of finances necessary to successfully function in the adult world.

### **Part 5 – Educational Specifications and Equipment/Space Requirements**

The current set-up of our business classroom is with electrical wiring coming from the ceiling causing an extremely difficult classroom setup as well as tripping hazards. Modernizing the classroom with a raised floor will provide a more flexible learning environment that promotes collaborative learning essential in the business setting. Updating to flexible seating will offer collaborative work space. There are no constraints to this modernization that we foresee at this time. Instructors will be able to provide

## **California Department of Education Career Technical Education Facility Program**

more instructional support, reteaching and impactful guidance to students in need of one-on-one attention reducing distracted students. The educational space was developed in collaboration with the advisory committee and our veteran, retired business teacher who still serves as an advocate for the program and a mentor to our FBLA advisor. The classroom designated for the CTE modernization is the central classroom for our business department. 75% of the students taking a business course are taught in this classroom, and it is the facility used for our FBLA program. The classroom is used for six sections of business classes servicing approximately 168 students throughout the school day.

- School Site Plan – Appendix E is a school site plan including project buildings. Business classrooms are indicated and bolded.
- Schematic Drawing – Appendix F is a schematic drawing of the floor plans.

### **Part 6 – Budget Justification/Detail**

The method used to calculate the lifespan of the electrical updates and flooring of this project based on the estimated overall cost of the classroom remodel divided by the estimated life expectancy of the flooring and electrical updates. The lifespan of the raised flooring system has the potential to last up to 25-50 years if properly cared for and maintained. The expected lifespan of the electrical wiring and classroom furniture will be 20 years with proper maintenance. The estimated total of the entire project is \$135,000. Dividing our total cost by the lifespan of the remodel equates to \$6,750 annual cost. Dividing the annual cost by the number of students expected to be served results in our annual capital cost per pupil (168 currently enrolled) as \$40.18 per pupil.

Local community business partnerships have proven over the years to be extremely connected to our schooling system and advocates for the youth as prosperous members and future leaders of our community and nation. The community shows exceptionally strong involvement in our Senior Project, FFA program, athletic programs, alumni association and a strong desire to support our business department moving forward. Our district passed a bond measure in 2014 displaying the overwhelming support of our school systems. A board member is a strong advocate of our business program due to her connections to the business industry as an individual who built a business from the bottom up.

Colusa High School went through the WASC accreditation process in the 2017 – 2018 school year. Community focus groups identified facility improvement as the key area of focus particularly noting our business and science facilities. Superintendent Newman holds monthly meetings to continue gathering community opinions in this regard. This is all in addition to our advisory members focused on guiding our CTE programs at Colusa High School.

The advisory committee members reviewed all plans to modernize and made product recommendations based on their industry knowledge for sustainability. Issues of safety proved to be the primary focus of the committee. Recent modernization from



## **California Department of Education Career Technical Education Facility Program**

the bond measure in 2014 further equips this project and the life expectancy of the proposed projects.

Zero Based Budgeting is the districtwide approach to monitoring our financial needs and prioritizing needs and requests. The zero based budget was implemented seven years ago resulting in increased employee feedback, relevant evaluation of needs by departments, leadership teams, parent committees (School Site Council, ELAC, DELAC) for a much more thorough analysis of our district priority list. The business department and the CTE project will be maintained through the ZBB at the site level as well as the Maintenance, Operation and Transportation department budget.

### **Part 7 – Unique Conditions**

Many of the surrounding FBLA programs have either been eliminated completely or have significant declining enrollment. FBLA serves as an opportunity for our students to challenge themselves academically, promote leadership skill development and explore particular career exploration avenues vital to finding success upon graduation from high school. The establishment of this business pathway is groundbreaking for Colusa High School. It is vital to support the program during its infancy and provide sustainability to the program. The advisory committee believes we are doing just that by properly offering a solid foundation in career technical education by properly adhering to all of the requirements. Lastly, the development of our broadcast marketing skills through our RedHawk News that airs weekly is groundbreaking. Once the necessary supplies were purchased in order to take this big leap, the students excelled. The broadcasting offers yet another avenue for our students to challenge themselves academically while hone in a specific skill relevant in today's society. Broadcast marketing is in line with the CTE standards for Advanced Business Management capstone course. The unique demands to a small, rural school and our demographics make CTE programs even more applicable to our student population. A high percentage of our student body will go straight into the work force, and many with a specific skill set fine-tuned by CTE programs that must be supported with sufficient computer skills to stay current in their respective fields.

# CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION

## FORM B – BUDGET JUSTIFICATION/DETAIL SHEET (Rev. 3/18)

Local Education Agency: Colusa Unified - Secondary

Name of Industry Sector: Business and Finance

Name of Pathway(s): Business Management

Provide sufficient detail to justify the budget. The budget justification page(s) must provide all required information even if the items have already been identified and discussed in another section. For each expenditure type, list the associated costs. The scope and budget in this application must be consistent with the funding application submitted to Office of Public School Construction. Equipment without a 10 year life span are not eligible.

Expenditure Type	Cost
Construction Cost Estimate:	
Equipment Total Cost** (list expenditures on a separate spreadsheet. See below)	
Site Development Cost Estimate:	\$135,000
Estimated Total Cost of Project	\$ 135,000.00

**FORM B – BUDGET JUSTIFICATION/DETAIL SHEET CONTINUED**  
**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION**  
**FORM B – BUDGET JUSTIFICATION/DETAIL SHEET**

**Local Education Agency:** Colusa Unified – Secondary

**Sector and Pathway:** Business and Finance – Business Management

**Modernization/Reconfiguration Description and Cost**

Classroom Remodel

- Testing Asbestos/Lead - \$1000
- Abatement Asbestos/Lead – Clear Testing - \$40,000
- Demolition - \$8000
- Electrical - \$10,000
- HVAC - \$1000
- Fire Alarm/Heat Sensors - \$2000
- PA System - \$1000
- Drywall - \$2000
- Painting - \$5000
- Flooring - \$40,000
- Classroom Furniture
  - Student Work Stations with Chairs– \$20,000
  - Cabinets – \$5,000

**\$135,000 .00 = Estimated Soft Cost**

**\$135,000 .00 – TOTAL PROPOSED CTE PROJECT COSTS**

## Appendix A

Identify the industry sector, pathway, sequence of courses being considered and the CALPADS numbering

Industry Sector: Business and Finance

Pathway 1: Business Management

### Sequence of Courses

Introductory: Introduction to Business and Finance CALPADS #: 7400

Concentrator 1: Inter Business Communication Technologies CALPADS #: 7410

Concentrator 2: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Capstone: Advanced Business Management CALPADS #: 7412

Pathway 2: \_\_\_\_\_

### Sequence of Courses

Introductory: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Concentrator 1: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Concentrator 2: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

Capstone: \_\_\_\_\_ CALPADS #: \_\_\_\_\_

# Appendix A - CHS Master Schedule

	CHS/CAHS		2018-2019						
ROOM	Teacher	Per 0	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7
702	Badaluco		ACTIVITIES PREP	PREP	Bus. Comm. Tech.	Bus. Comm. Tech.	ROP Leadership	Intro to Leadership	ASB St. Council
801/700	Brooks	ROP Yrbk	English I	English I (S)	PREP	Support Rm 700	English I	PREP	English I
113	Burg		Business & Fin. Intro	Business & Fin. Intro	Business & Fin. Intro	Business & Fin. Intro	Business & Fin Intro	Adv. Business Mgmt	PREP
505	Changus		Administration	Administration	Administration	Administration	Administration	Intro to Careers	Administration
Band Rm	Colligan	Band	PREP	EMS	EMS	EMS	EMS	EMS	EMS
505	Corriea		US History	Honors Economics	Government	Government	Government	PREP	Library
402/403	Crabtree		ROP Basic Farm	ROP Adv Farm	ROP Adv Farm	ROP Basic Farm	ROP Basic Farm	PREP	PROJECT SUPERV
503	Giffin		H English III	English III	English III	Acad. English III	PREP	English II	English II
BGYM/602	Jessee		P.E.	P.E.	P.E.	Fitness Wt Training	Support Rm 602	PREP	Athletic PE
700	Lay		CAHS Math	CAHS Support	Support	Athletic Director	PREP	Support	Support
GGYM/506	Lyons		P.E.	P.E.	P.E.	P.E.	PREP	Intro to H & N Rm 506	PE
504	Michalk		Spanish II	Spanish II	Spanish III	PREP	Adv Spanish I/II	Spanish II	AP Spanish
506	Nail		World History	World History	Acad English II	Acad English II	ESA PREP	PREP	Theatre Production
M1	Olson		AP Calculus	Math III	Pre Calc.	Honors Pre Calc	Acad Math III	Acad. Math III	PREP
701	Ramirez, R.		ELD I	Spanish I	ELD II	PREP	Spanish I	Support	Spanish I
501	Roady		PREP	Essential Eng/Math	Essential Eng/Math	Essential Eng/Math	Push In	Essential Employment	Life Skills
M2	Robertson		Earth Science	PREP	Acad Chemistry	Chemistry	Acad Chemistry	Anat & Phys	Earth Science
507	Scofield		Push In	Push In	Basic Skills Rm 507	PREP	Basic Skills Rm 404	Basic Skills Rm 507	Push In
508	Stever		Acad English IV	English IV	AP English	English II (S)	PREP	English IV	SENIOR PROJ. PREP
400	Summerville		Art Appreciation	PREP	Art Appreciation	Art I	Art II	Intro to VAPA	Art Appreciation
401	Thomas		PREP	ROP Animal Science	ROP Sustainable Ag	Ag Earth Science	ROP Ag Bus. Finance	ROP Chem/Ag	PROJECT SUPERV
802	Townzen		Math II	Acad Math II	Honors Math II	Math II	Physics	Bridge to Math III	PREP
507	Whitaker		Basic Skills	Push In	Push In	PREP	Basic Skills	Push In/Ess Employ	Basic Skills
111	Williamson		Acad. US History	Honors US History	Acad World History	Acad World History	PREP	World History	US History
M3	Wirt		Biology	Acad. Adv. Biology	PREP	ESA PREP	Acad Biology	ESA	Biology
803	Zwald		Support	Math I	CAHS Math	Math I	Math I	PREP	Math I
702	Ramirez, D.		Home School	Home School	Home School	CAHS Support	Home School	Home School	Home School

# Appendix B

## Identification of Feeder Schools and Partners

Name	Title	Name of School/Organization	Phone Number	Feeder School/Middle School	High School/ROCP	Student	Parent	Counselor	Community Member	Business/Industry Member	Community College	Other Stakeholder	Participated in:	Development of CTE Project	Articulation/Dual/Concurrent Enrollment	Review and Approval of CTE Plan
Jody Johnston	Principal	Egling Middle School	5304587631	✓												
Chloe Ferraiuolo	Student	Colusa High School	5304582156			✓										
Kelley Hickel	Parent	Colusa High School	5309085063				✓									
Lori Tanner	Counselor	Colusa High School	5304582156					✓								
Mitchell Yerxa	CTE Advisory	Colusa High School	5309330260		✓				✓	✓						
Melissa Yerxa Ortiz	Board Member	Colusa Unified	5307136359							✓		✓				
Nikole Burg	Teacher	Colusa High School	5304582156		✓									✓		
Victor Matamoros	Community	Local Business Owner	5305246277						✓	✓						
Rebecca Changus	Principal	Colusa High School	5304582156		✓									✓		
Dwayne Newman	Superintendent	Colusa Unified	5304587791									✓		✓		✓

**APPENDIX B – IDENTIFICATION OF FEEDER SCHOOLS AND PARTNERS CONTINUED**  
**CAREER TECHNICAL EDUCATION FACILITIES PROGRAM APPLICATION**  
**APPENDIX B – CTE ADVISORY BOARD FOR COLUSA UNIFIED – SECONDARY**

**Local Education Agency:** Colusa Unified – Secondary

**Sector and Pathway:** Business and Finance – Business Management

**Industry Partnership and Advisory Board Members**

Provide/enter names of those business partners serving as Advisory Board members and those business partners providing support in other ways such as guest speaking, field trips, internships, or any other areas. For Non-Advisory Board business partners, provide at least one name for each industry sector pathway offered by the district. **Do not list school district employees.**

<b>Name</b>	<b>Company/Affiliation</b>	<b>Role</b> (e.g. guest speaker, mentor, advisory member)	<b>Phone Number</b>	<b>E-mail</b>
Mark Ottenwalter	Ottenwalter Show Pigs Owner	local business owner/internships	530-458-5700	<a href="mailto:mark@ottewaltershowpigs.com">mark@ottewaltershowpigs.com</a>
Russell Pedrett	Ottenwalter Show Pigs Herdman	mentor/advisory member	530-681-9811	<a href="mailto:russell@ottewaltershowpigs.com">russell@ottewaltershowpigs.com</a>
Ed Hulbert	Colusa Industrial Properties Manager	advisory member	530-458-2118	<a href="mailto:ehulbert@cipcorp.com">ehulbert@cipcorp.com</a>
Brett Sankey	Ruiz Ranches Manager	advisory member	530-682-4502	
Kathy Whitesell	Colusa Unified School District Trustee	advisory member	530-237-7765	<a href="mailto:kwhitesell@frontiernet.net">kwhitesell@frontiernet.net</a>
Mitchell Yerxa	Yerxa Farms	advisory member	530-933-0260	<a href="mailto:quickfish_07@hotmail.com">quickfish_07@hotmail.com</a>
Heath Krug	Rice Farmer	advisory member	530-701-4337	
Don Litchfield	Small Business Owner	advisory member	530-908-8552	
Kathy Sankey	Small Business Owner/ Farmer	advisory member	530-458-2125	<a href="mailto:msankey@sankeyauto.com">msankey@sankeyauto.com</a>



Collin Moakley	MJB Welding Saleman	advisory member	530-624-5420	<a href="mailto:cmoakley@mjbwelding.com">cmoakley@mjbwelding.com</a>
Mark Roblin	Colusa Shooting Club Manager	internships/mentor	530-520-4187	
Pat Kittle	Kittle's Outdoor Owner	internships/mentor	530-458-4868	<a href="mailto:pat@kittlesoutdoor.com">pat@kittlesoutdoor.com</a>
Jerry Maltby	Broken Box Ranch Owner	internships/mentor	530-681-5046	
Chris Krebs	Premier Mushroom CFO	internships/mentor	530-458-2700	<a href="mailto:admin@premiermushrooms.com">admin@premiermushrooms.com</a>
Darrin Thomas	Thomas Hay & Livestock Owner	internships/mentor	530-870-2312	<a href="mailto:dthomas@rbspencerinc.com">dthomas@rbspencerinc.com</a>
Robert Irwin	Kaos Sheep Outfit Owner	internships/mentor	541-554-9170	<a href="mailto:robertkaos@gmail.com">robertkaos@gmail.com</a>
Cory Reid	Reid Cattle Services	internships/mentor	209-559-0142	
Christine Steidlmayer	Steidlmayer Family, LLC Supervisor	internships/mentor	530-682-6791	
Joe Alves	Farmers' Rice Cooperative-Director Dryer Operations	internships/mentor	530-439-2244	
Barbara O'Connell	Barb's Produce Owner	internships/mentor	530-632-4492	<a href="mailto:ocrnch@frontiernet.net">ocrnch@frontiernet.net</a>

# Local Control and Accountability Plan

2018/2019

**COLUSA**  
UNIFIED SCHOOL DISTRICT

All data comes from Colusa Unified School District.

# 1,458 Students

High School Grades 9-12

Alternative High School Grades 9-12

Middle School Grades 4-8

Primary School Grades TK-3

Home School Independent Study Grades 1-12

# 172 Staff Members

85 Teachers  
81 Support Staff  
6 Administrators



# 97%

District Attendance Rate

# 1.3

Students  
Per Tech  
Device

Average Class Size

# 21.4

Students



Budget

# \$11,732

Yearly Expenditure per Student

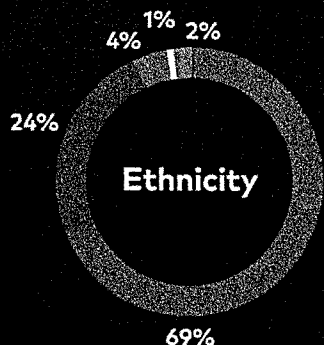
# \$17,106,427

Annual Revenue



# 94%

Graduation Rate



- Hispanic Latino
- White
- American Indian
- Asian
- Other

32% English Learners  
67% Socioeconomically Disadvantaged  
14% Students with Disabilities

Salaries	\$2,154,510
Benefits	\$3,783,334
Books and Supplies	\$450,606
Operating Expenses	\$1,655,743
Special Education	\$1,116,543

Source: Colusa Unified School District data

## Goal 03

### Improve Access to, and Use of, Instructional Technology and Modern Facilities

#### Identified Need

At CUSD, our Vision is to provide, in cooperation with our families, an excellent, well-balanced education where students gain skills necessary for success in an ever-changing world.

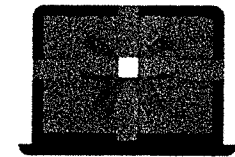
We believe our funding and focus should reflect the increasing demand for technology-related skills.



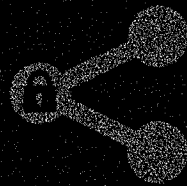
Work toward a 1:1  
ratio of students  
to devices



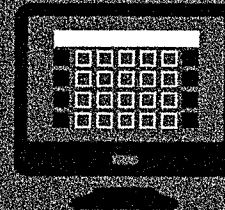
Safe 24/7  
student internet  
and device access



Pursue technology  
grant



Train parents on  
social media and  
internet safety



Implement weekend  
technology lab access

To access the full text, visit  
[www.colusa.k12.ca.us](http://www.colusa.k12.ca.us)

Share your thoughts with us!  
**530-458-7791**  
[dnewman@colusa.k12.ca.us](mailto:dnewman@colusa.k12.ca.us)

**APPENDIX D: LETTERS OF SUPPORT**  
**FEEDER SCHOOLS AND PARTNERS**

1. Jody Johnston, Egling Middle School Principal
2. Chloe Ferraiuolo, Colusa High School Student & State FBLA Officer
3. Kelley Hickel, Colusa High School Parent
4. Lori Tanner, Colusa High School Counselor
5. Mitchell Yerxa, Colusa Community Member and CTE Advisory Member
6. Melissa Yerxa Ortiz, Colusa Unified School District Board Member
7. Nikole Burg, Colusa High School Business Teacher
8. Victor Matamoros, Colusa Community Member and Local Business Owner
9. Rebecca Changus, Colusa High School Principal & Perkins Coordinator
10. Dwayne Newman, Colusa Unified School District Superintendent



# GEORGE T. EGLING MIDDLE SCHOOL

Jody Johnston, Principal • Erika Lemenager, Vice-Principal  
Matt Vedo, Counselor • Barbara Reece, Administrative Assistant

---

September 25, 2018

Dear Career Technical Education Facilities Program Application Review Team,

Egling Middle School is excited collaborate with Colusa High School in its efforts to modernize instructional space in the business department. In my role as principal, I have collaborated with Colusa High School leadership regarding the needs of students as they pursue business pathways to career and college opportunities. Modernizing an aging infrastructure is important now and will continue to be important to support students in their pursuit of a career in this high demand and high wage industry.

Colusa High school has a rich history of recruiting, retaining and growing strong participation in the areas of business. The Future Business Leaders of America is an award-winning student organization directly tied to the business department. The business department introduces younger students to business through Personal Finance which has been added to freshman courses. Another addition is Advanced Business Management which has also been added this year for the older students. Funding for upgrades would continue to help expand courses for all students.

Egling Middle School strongly supports Colusa High School and their Career and Technical Education pathway. Colusa High School would be a strong recipient for this facility grant which would greatly impact their ability to deliver relevant and industry specific facilities and equipment.

**Jody Johnston**

Principal

**Egling Middle School**

813 Webster St.

Colusa, CA 95932

[jjohnston@colusa.k12.ca.us](mailto:jjohnston@colusa.k12.ca.us)

530.458.7631



**RiverHawks**

September 26, 2018

Dear Career Technical Education Facilities Program Review Team,

I am writing as the Associated Student Body President of Colusa High School with the best interests of the Business Department in mind. The instructional space aligned with the Business and Finance industry sector that is currently used for classes would substantially benefit from renovation which can be made possible with the Career Technical Education (CTE) Facilities Program.

Along with Associated Student Body President, I also hold the position of State Vice President of the California chapter of Future Business Leaders of America. In this position, I am able to witness firsthand the impact Career Technical Student Organizations and Career Technical Education have on the future workforce. Career Technical Education has grown in popularity at Colusa Unified School District, and many new courses, such as Advanced Business Management, have been introduced to Colusa High School to satisfy the desire for business education. As a student in this class, I have become extremely aware of the need for an updated educational space.

It is my belief that Colusa Unified School District would substantially benefit from the CTE Facilities Program Grant. This district and the CTE program at Colusa High School work in partnership with K-8 institutions, community colleges, CSU institutions, local businesses, county offices of education, parents, and students. Colusa Unified School District is committed to all it serves, and the addition of the CTE Facilities Grant would enable this district to expand our outreach even further in order to touch more lives and provide impactful learning opportunities to our CTE Business and Finance pathway students. Thank you for your consideration.

With gratitude,

A handwritten signature in black ink, reading "Chloe Ferraiuolo". The signature is fluid and cursive, with the first name "Chloe" being more prominent and the last name "Ferraiuolo" written in a continuous script.

Chloe Ferraiuolo  
Colusa High School Associated Student Body President  
California Future Business Leaders of America State Vice President



September 24, 2018

Dear Career Technical Educational Facilities Program Application Review Team,

As a parent of two current students and former graduate, I am writing to express my support for Colusa High School's CTE Facility Grant application towards the modernization of our business department.


Although I like to think that I just left high school, it's been over 30 years since taking a business class and serving as an officer for Future Business Leaders of America (FBLA) in the one classroom and small meeting space at Colusa High. Besides the typewriters having been replaced by desktop computers and newly decorated walls, the classroom looks the same with electrical wires still hanging from the ceiling. It's long overdue for a makeover and equipment improvements.

Today, business and technology are synonymous, and one can only imagine how that will manifest itself in an ever-evolving and rapidly growing world. Keeping pace is challenging for companies, let alone schools seeking to prepare their students as active members of the business community. High school students must be appropriately prepared, improving the facilities and equipment is significant step in right direction.

Considering the school's population, Colusa High School's FBLA Chapter has produced several State and Section Officers and students that have become successful adults. With a facility grant, our business department has the potential to expand its prowess and increase business courses, enabling students to increase business acumen and exposure to a modern business arena. Advanced technology and upgraded classrooms with new and improved equipment would generate excitement for students that may have looked the other way when considering enrolling in an antiquated business department.

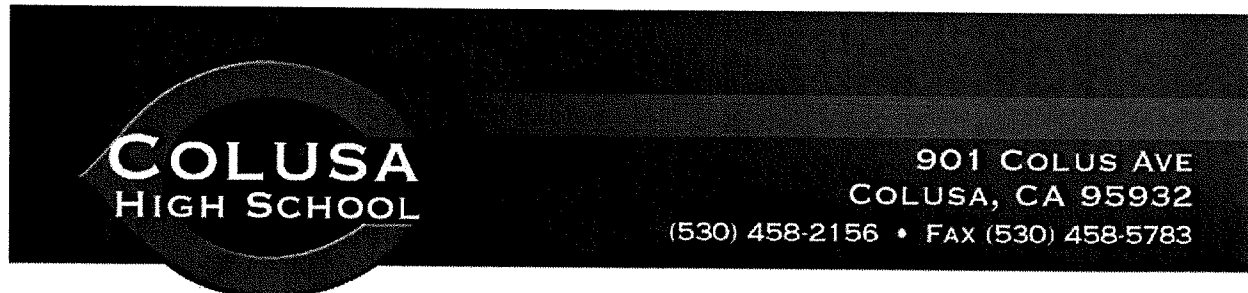
Let us continue to collaborate and train the next generation by modernizing the current classroom, providing new equipment, improved storage, and a remodeled conference room. The Colusa High Business Department project would benefit greatly through the financial support provided in a CTE Facility Grant.

Sincerely,



Kelley Hickel

[robkel@frontiernet.net](mailto:robkel@frontiernet.net)



**BECCA CHANGUS**  
Principal

**CASEY JOHNSON**  
Assistant Principal

**LORI TANNER**  
Counselor

**ERIC LAY**  
Athletic Director

**SONNY BADALUCO**  
Activities Director

September 21, 2018

Dear Career Technical Education Facilities Program Application Review Team,

As counselor of Colusa High School, I am both excited and confident our students will benefit greatly from the addition of the Business Management Pathway. The approval to modernize facilities at Colusa High School will allow more students to complete a CTE pathway and focus on their post college goals.

The retirement of our long-time Business teacher left the FBLA advisor position vacant. I volunteered to replace our FBLA adviser for one year. During that one year, I learned how valuable a Business CTE Sector at Colusa High School would be. Not only would a pathway in Business help many of our students who intend to apply to colleges with a Business major in mind, it would support the needs of our very ambitious and successful FBLA students. Future Business Leaders of America requires students who desire to be a state or section officer to enroll in upper division business courses. This project grant will ensure our FBLA students have the opportunity to achieve their goal to become FBLA Section and/or State Officers.

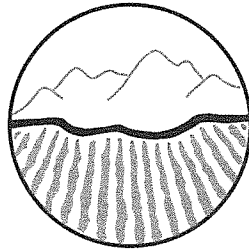
Many students, who are interested in Business and FBLA, often return to Colusa County and seek employment after earning a degree in Business. Their goal is to continue serving their community in a very positive way. Receiving this facilities program grant would enhance the strong program in place and allow more students to obtain the knowledge needed to be successful in fulfilling their goal.

Colusa High School's CTE program needs to flourish. Career Technical Education benefits our students and better prepares them for community college, UC and CSU institutions, our businesses and industries, and our communities. The ability to provide students an updated business classroom and lab will clearly provide this opportunity.

Thank you,

A handwritten signature in black ink that reads "Lori Tanner". The signature is written in a cursive, flowing style.

Lori Tanner  
Colusa High School, Counselor



WOODY YERXA

## RIVER VISTA FARMS

P.O. Box 209 - Colusa, CA 95932-0209 - (530) 458-2550 - Fax (530) 458-2178

**DATE:** September 24, 2018

**TO:** Career Technical Education Facilities Program Application Review Team

**FROM:**

River Vista Farms  
PO Box 209  
Colusa, Ca 95932

**RE: Colusa High School CTE Grant Application**

Dear CTE Facilities Program Application Review Team,

I write this letter in support of Colusa High School's CTE Facilities Grant Application. In addition to being a Colusa High School Alumnus, I am also a 5<sup>th</sup> generation family farmer in Colusa County and an actively involved member of our small community.

Following a review of the CTE Grant Application being submitted by Colusa High School, I am glad to see the focus on improving our Business Department facilities. Not only do local employers like my family require strong business skills but these skills will similarly serve students that choose to leave the area for greener pastures.

It's easy to dismiss an elderly teacher in an old, run down facility. Not so much with a dynamic teacher like Miss Burg assigning challenging coursework in a next-generation classroom. Like it or not, modern facilities play a critical role in student learning. Classrooms that reflect business offices give students a closer look at their future options as well as help them take their lessons seriously. I've personally experienced both sides of this coin and am very hopeful that Colusa High School will be awarded the resources to modernize our business facilities.

Thank you for your time and attention to this important application. Colusa High School is on an excellent trajectory – their leadership and roster of enthusiastic teachers make CHS an exciting place to learn. Any support you can offer in helping them invest in our students would be appreciated.

Sincerely,

Mitchell Yerxa

River Vista Farms

Colusa High School Graduate - Class of 2007

Cal Poly, San Luis Obispo - Class of 2012

76 of 169

Tomatoes • Vine Seed • Wheat • Oil Seed Crops • Walnuts • Almonds • Plums • Alfalfa

# COLUSA UNIFIED SCHOOL DISTRICT

TRUSTEES:  
MRS. KATHIE WHITESELL  
MRS. KELLI GRIFFITH-GARCIA  
MR. CHARLES YERXA  
MRS. MELISSA YERXA ORTIZ  
MR. MICHAEL PHENICIE

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

DWAYNE NEWMAN  
DISTRICT SUPERINTENDENT



September 25, 2018

**To:**

Career Technical Education Facilities Program  
Application Review Team

From: Melissa Ortiz

School Board President

Colusa Unified School District

Melissa.ortiz@colusa.k12.ca.us

**RE: Colusa High School CTE Grant Application**

Greetings CTE Facilities Application Review Team!

Our job is to prepare students for careers that may not even exist yet. This requires instilling a love of learning, a level of adaptability that their grandparents couldn't even fathom, and an exceedingly strong toolbox of critical thinking skills.

The application you are reviewing in conjunction with this letter is one that will make a significant impact on the students at CHS. An investment in upgraded Business Department facilities will allow our students to see themselves in a more professional light – both literally and figuratively. Upgrading from the current setup featuring rows of students peering from behind computer monitors crammed together facing a lectern to students working together while stationed at stand-up desks or collaborating over a conference table will change the way students see themselves and their work. Especially when taking into account the energy and enthusiasm of CHS Business Department Staff.

Colusa High School is on a roll and improving facilities will only serve to accelerate the pace of improvement. Our High School has always been a safe and happy place, but it has continually picked up momentum in rigor, engagement, and the level of expectations placed upon students in the nearly two decades that have elapsed since I attended CHS. This application has unanimous support from our five-member board and we are hopeful that it is selected for funding.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Ortiz", is written over a horizontal line.

Melissa Ortiz Board President, Colusa Unified School District

Colusa High School Graduate - Class of 2000

Cal Poly, San Luis Obispo - Class of 2004

Texas A&M University – MBA Class of 2007

# COLUSA HIGH SCHOOL

901 COLUS AVE  
COLUSA, CA 95932

(530) 458-2156 • FAX (530) 458-5783

REBECCA CHANGUS  
PRINCIPAL

CASEY JOHNSON  
ASSISTANT PRINCIPAL

LORI TANNER  
COUNSELOR

ERIC LAY  
ATHLETIC DIRECTOR

SONNY BADALUCO  
ACTIVITIES DIRECTOR

September 21, 2018

Dear Career Technical Education Facilities Program Application Review Team,

I am writing as the Colusa High School Business Educator with sincere enthusiasm to modernize instructional space aligned with the Business and Finance industry sector through utilization of the Career Technical Education (CTE) Facilities Program.

As the CTE Business Educator as well as Adviser to Future Business Leaders of America (FBLA), I have collaborated with school officials, community members, Colusa County Chamber of Commerce, parents, students and other CTE educators to gain support of this modernization project. Through these collaborations, I was able to identify needs of the Colusa High School Business program.

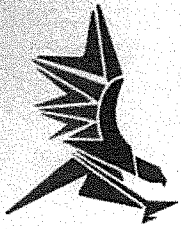
Colusa Unified School District has exhibited tremendous support of the Business program and I am confident that with this continued support, Colusa High School will continue to thrive in areas of recruitment, retention, and growth in student participation in the Business Management pathway. In 2017-2018, FBLA membership reached a Colusa High School record number of members totaling 78, an astounding 20% of Colusa High School students. For 21 consecutive years, Colusa FBLA has received Gold Seal Recognition indicating the chapter's status among the top 15% of FBLA chapters in all of California. This active student participation showcases the ardent interest in the Business and Finance industry sector. As interest among students grows, it's imperative to foster learning and facilitate career exploration, made possible through a modern facility.

Colusa Unified School District is an ideal recipient for the CTE Facilities Program Grant. The district and the CTE program at Colusa High School work in partnership with K-8 institutions, community colleges, CSU institutions, local businesses, Chamber of Commerce, community agencies, the City of Colusa, county offices of education, alumni, parents and students. Through this commitment to collaboration and growth, Colusa Unified School District consistently delivers quality education and exploration in the area of Business and Finance. The CTE Facilities Program Grant will allow Colusa Unified School District to better provide impactful learning opportunities to our CTE Business Management pathway students.

Appreciatively,



Nikole Burg  
Colusa High School Business Educator  
FBLA Adviser



**VICTORY ALLIANCE INSURANCE  
AGENCY, INC.**

1027 BRIDGE STREET SUITE C  
COLUSA, CA 95932  
530-458-8031  
WWW.VICTORYALLIANCEINS.COM

09/21/2018

Re: Letter of support for CTE grant application

Dear CTE Application Review Team,

Victory Alliance Insurance Agency is eager to provide a letter of support to Colusa High School in support of the Career Technical Education (CTE) Facilities Program grant application to improve a campus facility for the use of their business department and their students. As a father, business owner and involved community member, I believe in education and investing in our youth and students. I have also experienced throughout several different school functions the positive academic and overall student development when the right tools and resources are in place. It is extremely important to establish a basic business department foundation that will enable Colusa High School to successfully improve and diversify their school curriculum.

In addition to supporting Colusa High School's decision to allocate these funds in their business department, I also support their administration and management of all an any state or federal granted funds. The high school's administration staff and board of directors have continuously shown great effort in putting students' best interests first.

I am confident that our small but family oriented community and local business would be proud and thankful for the high school's business department expansion and facility improvement. The business department would be a great choice as a recipient of this grant in order to accommodate their student body properly.

Sincerely,

*VICTOR MATAMOROS*

President

# COLUSA HIGH SCHOOL

901 COLUS AVE  
COLUSA, CA 95932

(530) 458-2156 • FAX (530) 458-5783

REBECCA CHANGUS    CASEY JOHNSON  
PRINCIPAL            ASSISTANT PRINCIPAL

LORI TANNER  
COUNSELOR

ERIC LAY  
ATHLETIC DIRECTOR

SONNY BADALUCO  
ACTIVITIES DIRECTOR

Academic Year 2018 – 2019

CTE Facility Grant Evaluators:

Preparing our youth for the next step in life whether that be college, trade school, employment or military service is the number one goal of educators. The advancements in technology have directly impacted many facets of society particularly the business world. Colusa High School is fortunate to have expanded our business department over the last two years, and we have two CTE business teachers properly credentialed who have positively impacted our business department. While other schools are eliminating programs such as Future Business Leaders of America, Colusa High School is taking important steps to strengthen our entire business department and FBLA program.

Both teachers have fully invested in our school and community putting countless hours into leadership, FBLA and supporting the students in other areas such as athletics and Future Farmers of America. Small schools must be flexible and share students, so the business department's commitment to our youth in all categories proves to be a key reason their program is flourishing. Communication between parents, teachers, and students is critical to the academic growth of children, and it takes effort to establish these relationships. The rapport built with parents, students and colleagues is a foundation and foreshadowing of future success to come and stability of their program.

The teachers exude character traits such as reliable, dependable, selfless and student centered. Committed teachers are crucial when embarking on a CTE grant, and I have complete confidence that the business department will be fabulous teammates throughout our upcoming process. The grant would advance our business department into today's technology by modernizing a classroom with raised flooring in order for electrical wiring to go under the raised flooring. Additionally, the classroom(s) would be equip with updated work stations organized in a fashion that encourages collaborative learning. We believe the funding would advance our business department that has expanded with the addition of two new courses and a second business teacher. FBLA is directly tied to the business department, so it would be a huge step in gaining financial backing for a wonderful and prosperous program.

I've guided our FFA department through the CTE Incentive Grant, so my experience in grant writing, program monitoring, financial audits and reporting, capital outlay documentation among other state required maintenance have provided me with the confidence to proceed with this grant. Mr. Newman is very strong with facility improvements and modernization ideas as evident through the CTEIG process, so I believe we have the proper support network.

Sincerely,



Rebecca Changus  
Colusa High School, Principal  
Perkins and CTEIG Coordinator  
901 Colus Avenue  
Colusa, CA 95932  
(530) 321-5163



# COLUSA UNIFIED SCHOOL DISTRICT

TRUSTEES:  
MRS. KATHIE WHITESELL  
MRS. KELLI GRIFFITH-GARCIA  
MRS. MELISSA YERXA-ORTIZ  
MR. CHARLES YERXA  
MR. MICHAEL PHENICIE

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

DWAYNE NEWMAN  
DISTRICT SUPERINTENDENT



26 September 2018

Dear Career and Technical Education Facilities Program Application Review Team;

The CTE Facilities Modernization Grant Program offers a unique and exciting opportunity to the Colusa High School Business Department. Unique in that we have never been able to offer our students a fully aligned and CTE recognized business pathway. Exciting because we have so many students who work in family-owned small businesses, and go on to secondary education in some business related field. With a business pathway in place, we could better serve those students already moving that direction, and entice others, who may not have normally considered a business career, into the field.

The District is keenly aware of the need for this expansion of our CTE offerings. Our community is based on Agriculture. The CHS Ag Program is one of the most active in the state. In a typical year over half our 9-12 students are involved to some degree. As a district, we have made strides to improve our facilities and infrastructure in support of that program. While we have improved some aspects of our Business facilities, there is much more which could be done. The CTE Facilities Modernization Grant offers a chance to bring added value. Modern agricultural enterprises only succeed if they are run with a clear understanding of markets, finance, risk mitigation, and cost containment. Giving our students a better understanding of those business concepts positions them well to successfully operate any business; ag-related or otherwise. Updating and improving the Business Department at CHS would also expand opportunities for collaboration between departments within the school, open new opportunities for working with the community, and increase the engagement of our students.

As I review the iterations of the grant application, it is clear that our CHS staff is thinking about immediate and long term needs. In the real world, different projects require different workspace arrangements. The flexibility offered by running the network and electrical cables under a raised floor in the business lab solves the problem. Students will be able to group and re-group quickly, with little loss of instructional time. As business practices evolve, and equipment changes, this facility will be easy to restructure. Additionally, the proposed remodel will give the lab the look and feel students will see when working in their careers. For many years our Future Business Leaders of America organization has competed well, up to and including at the national level. Modernizing the Business classroom will help us retain high levels of participation in FBLA, and sustain the level of excellence we have grown to expect from those students.

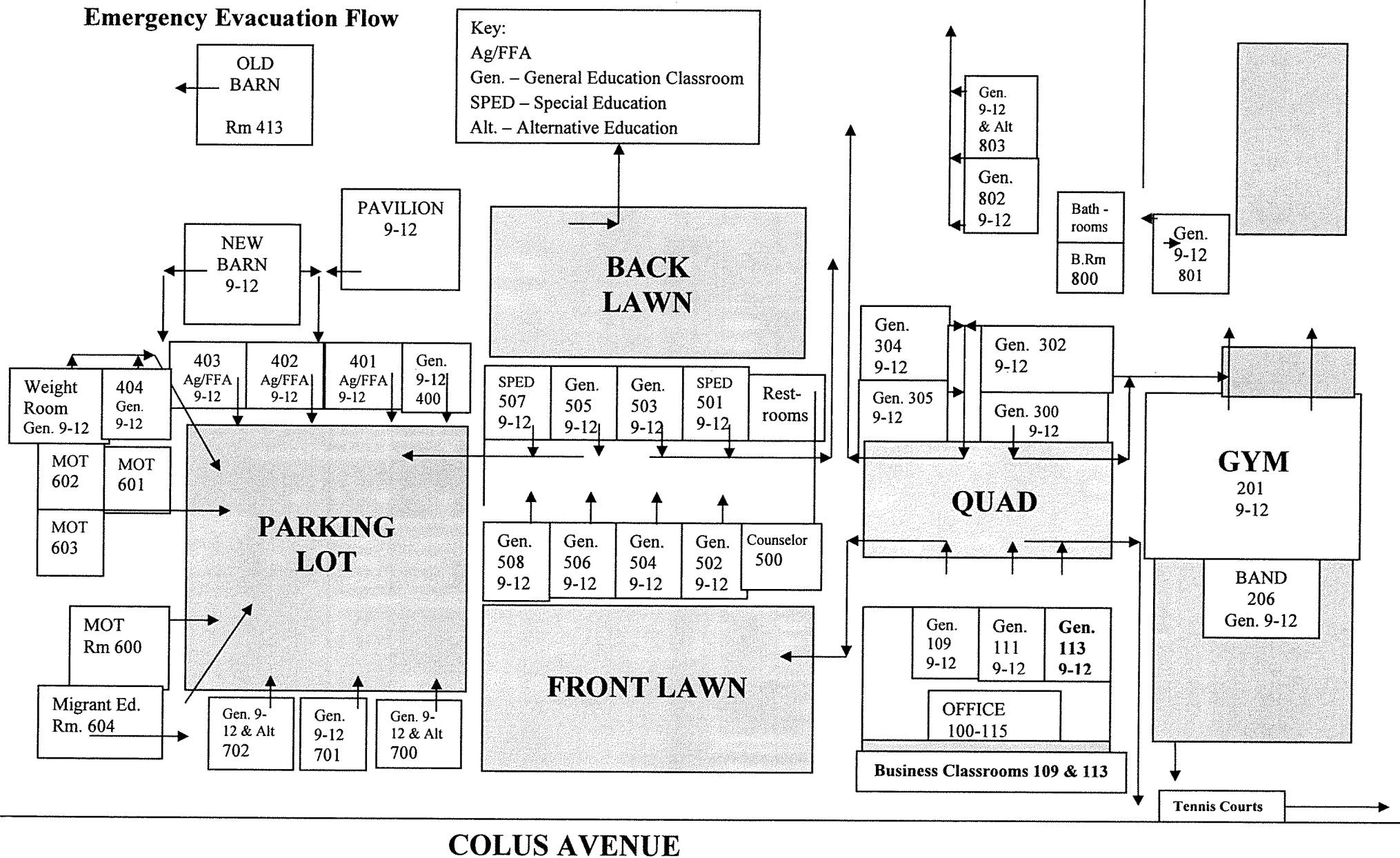
Colusa Unified strongly supports Career Technical Education pathways. Part of our Vision is to provide *students with the skills necessary for success in an ever-changing world*. I believe that CHS would make efficient and effective use of the facilities program grant, and help our students reach that Vision

Respectfully,

Handwritten signature of Dwayne K. Newman in black ink.  
Dwayne K. Newman  
Superintendent

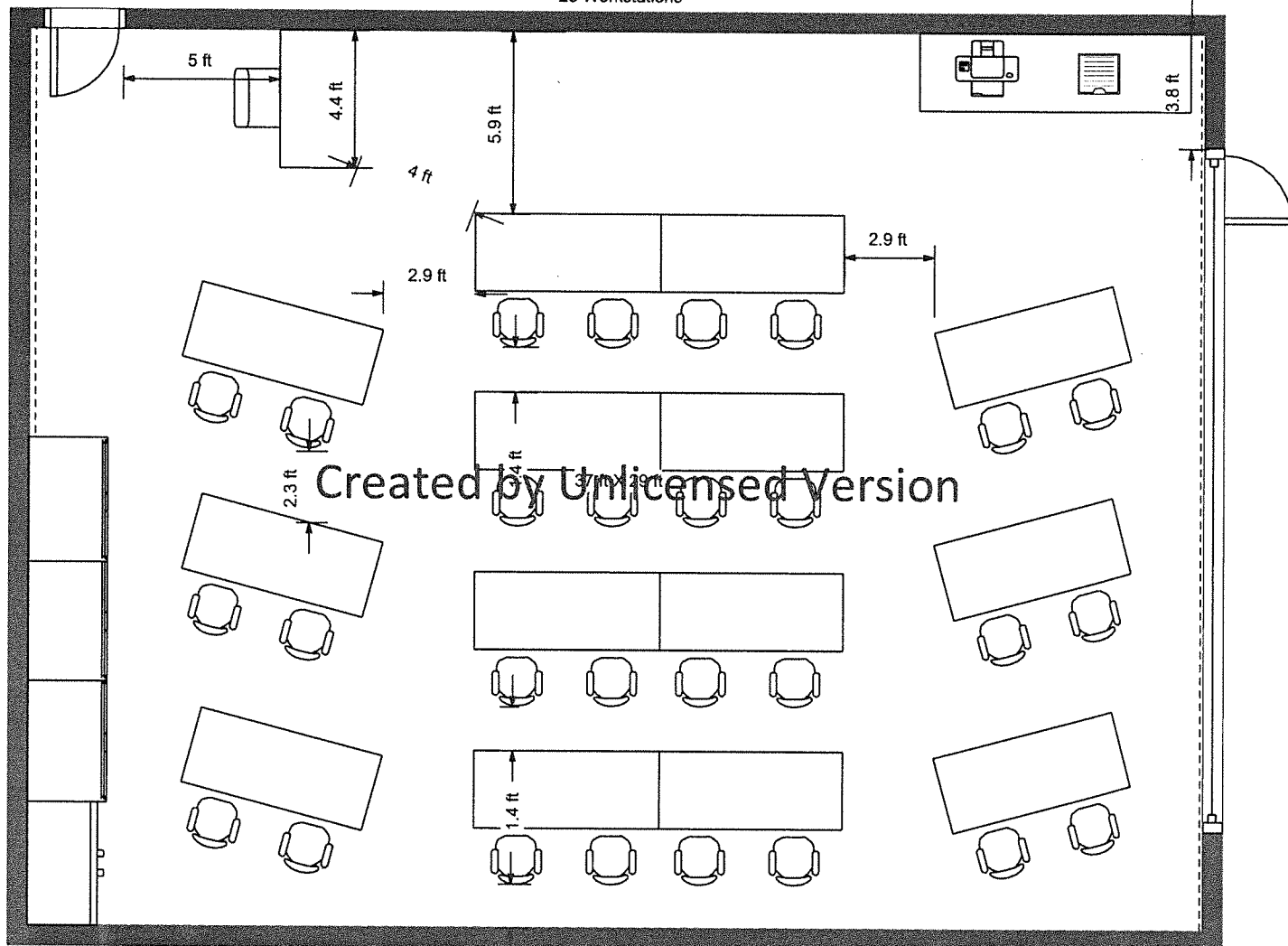
**COLUSA HIGH SCHOOL**  
**MAP Chart**  
**Emergency Evacuation Flow**

**APPENDIX E – SCHOOL SITE MAP**



Created by Unlicensed Version

Room 113  
28 Workstations



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# Board Policy

## Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0415(a)

### EQUITY

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

*(cf. 0000 - Vision)*

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

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

*(cf. 5145.3 - Nondiscrimination/Harassment)*

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6174 - Education for English Learners)*

*(cf. 6175 - Migrant Education Program)*

*(cf. 9000 - Role of the Board)*

*(cf. 9310 - Board Policies)*

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

*(cf. 0400 - Comprehensive Plans)*  
*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 6162.5 - Student Assessment)*

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

*(cf. 0440 - District Technology Plan)*  
*(cf. 3100 - Budget)*  
*(cf. 4113 - Assignment)*  
*(cf. 7110 - Facilities Master Plan)*

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

*(cf. 6141.4 - International Baccalaureate Program)*  
*(cf. 6141.5 - Advanced Placement)*  
*(cf. 6143 - Courses of Study)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6152.1 - Placement in Mathematics Courses)*

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

*(cf. 5137 - Positive School Climate)*

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

*(cf. 6141 - Curriculum Development and Evaluation)*  
*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 6164.2 - Guidance/Counseling Services)*  
*(cf. 6164.5 - Student Success Teams)*  
*(cf. 6179 - Supplemental Instruction)*

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

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

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

*Legal Reference:*

EDUCATION CODE

200-262.4 Educational equity  
52077 Local control and accountability plan  
60040 Selection of instructional materials

GOVERNMENT CODE

11000 Definitions  
11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime  
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX  
2301-2415 Carl D. Perkins Vocational and Applied Technology Act  
6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

*Management Resources:*

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

*African-American Students in Focus: Demographics and Achievement of California's African-American Students*, 2016

*Latino Students in California's K-12 Public Schools*, 2016

*Research-Supported Strategies to Improve the Accuracy and Fairness of Grades*, 2016

*Climate for Achievement Governance Brief Series*, 2015

*Math Misplacement*, 2015

*CENTER FOR URBAN EDUCATION PUBLICATIONS*

*Protocol for Assessing Equity-Mindedness in State Policy*, 2017

*WEB SITES*

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

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

Center for Urban Education: <https://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

# Board Policy

## Community Relations

BP 1330(a)

### USE OF SCHOOL FACILITIES

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 6145.5 - Student Organizations and Equal Access)*

The Superintendent or designee shall give priority to school-related activities in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school facilities and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

*(cf. 0450 - Comprehensive School Safety Plan)*  
*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities or grounds on those days on which district schools are closed. (Education Code 37220)

*(cf. 6115 - Ceremonies and Observances)*

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

*(cf. 1325 - Advertising and Promotion)*

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.



(cf. 1330.1 - Joint Use Agreements)

## Fees

The Board shall adopt a comprehensive schedule of fees to be charged for community use of school facilities and grounds, including, but not limited to, the multipurpose room(s), playing or athletic field(s), track and field venue(s), tennis court(s), and outdoor basketball court(s). The schedule of fees shall be prepared in accordance with 5 CCR 14037-14041. (5 CCR 14041)

(cf. 9320 - Meetings and Notices)

### **(No charge to nonprofit organizations and youth and school-oriented organizations groups)**

The Board authorizes the use of school facilities or grounds, without charge, by nonprofit organizations, and by clubs, or associations organized to promote youth and school activities. ~~As specified in Education Code 38134(a), these groups include, but are~~ including, but not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils, and recreational youth sports leagues that charge participants no more than an average of \$60 per month. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities and for-profit groups, shall be charged an amount not exceeding direct costs determined in accordance with 5 CCR 14037-14041. (Education Code 38134)

Additionally, when any use of school facilities or grounds is for religious services, the district shall charge an amount at least equal to the district's direct costs. (Education Code 38134)

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

### **Calculating Direct Costs**

~~In determining d~~Direct costs to be charged for community use of each, or each type of, school facility or grounds, ~~the Superintendent or designee shall calculate,~~ shall be calculated in accordance with 5 CCR 14038, and may reflect the community's proportionate share of the following costs: (Education Code 38134; 5 CCR 14038-14041)

1. Capital direct costs calculated in accordance with 5 CCR 14039, including the estimated costs of maintenance, repair, restoration, and refurbishment of non-classroom space school facilities or grounds

~~However, capital direct costs shall not be charged to organizations retained by the district or school to provide instruction or instructional activities to students during school hours or for classroom-based programs that operate after school hours,~~

including, but not limited to, after-school, tutoring, and child care programs. (5 CCR 14037)

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

2. Operational direct costs calculated in accordance with 5 CCR 14040, including estimated costs of supplies, utilities, janitorial services, other services **of performed by** district employees and/or contracted workers, and salaries and benefits paid to district employees directly associated with the administration of the Civic Center Act to operate and maintain school facilities and grounds

Direct cost fees shall not be discounted to any group or organization except when the discount is specifically authorized in the adopted fee schedule. (5 CCR 14041)

Note: Education Code 38134 requires the district to charge fair rental value when facilities are used for fundraising activities which are not beneficial to youth, public school activities, or charitable purposes, under the conditions specified below. "Fair rental value" is defined as direct costs plus the amortized costs of the school facilities or grounds used for the duration of the activity.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

### Expending Funds Collected as Capital Direct Costs

Note: Pursuant to 5 CCR 14042, added by Register 2014, No. 19, funds collected as capital direct costs must be expended as specified in the following **optional** paragraph:

Any funds collected as capital direct costs shall be deposited into a special fund to be used only for capital maintenance, repair, restoration, and refurbishment of school facilities and grounds. (5 CCR 14042)

### Use of School Facility as Polling Place

The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. However, if a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

*(cf. 6111 - School Calendar)*

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the

normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to persons with disabilities. (Elections Code 12283)

The Superintendent or designee shall establish procedures to ensure student safety and minimize disruptions whenever school is in session while the facilities are being used as a polling place.

(cf. 3515.2 - Disruptions)

*Legal Reference:*

EDUCATION CODE

10900-10914.5 Community recreation programs

32282 School safety plan

37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

ELECTIONS CODE

**12283 Polling places: schools**

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

MILITARY AND VETERANS CODE

1800 Definitions

CODE OF REGULATIONS, TITLE 5

14037-14042 Proportionate direct costs for use of school facilities and grounds

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

*Good News Club v. Milford Central School*, (2001) 533 U.S. 98

*Lamb's Chapel v. Center Moriches Union Free School District*, (1993) 508 U.S. 384

*Cole v. Richardson*, (1972) 405 U.S. 676

*Connell v. Higgenbotham*, (1971) 403 U.S. 207

*ACLU v. Board of Education of Los Angeles*, (1961) 55 Cal.2d 167

*Ellis v. Board of Education*, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 *Ops.Cal.Atty.Gen.* 90 (1999)

79 *Ops.Cal.Atty.Gen.* 248 (1996)

*Management Resources:*

CSBA PUBLICATIONS

*Maximizing Opportunities for Physical Activity Through Joint Use of Facilities*, Policy Brief, February 2010

*Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement*, 2009

WEB SITES

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

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

# Administrative Regulation

## Community Relations

AR 1330(a)

### USE OF SCHOOL FACILITIES

#### Application for Use of Facilities

Any person applying for the use of any school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.

#### Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youth may participate regardless of religious belief or denomination
7. A community youth center

*(cf. 1020 - Youth Services)*

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A *veterans' organization* means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

10. Other purposes deemed appropriate by the Governing Board

### Restrictions

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use which is inconsistent with the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages drugs or any restricted substances, including tobacco

(cf. 3513.3 - Tobacco-Free Schools)

4. Any use which involves the possession, consumption, or sale of alcoholic beverages, However, the Superintendent or designee may approve the use of district facilities except for special events approved by the Superintendent or designee pursuant to Business and Professions Code 25608 which are that may involve the acquisition, possession, use, or consumption of alcoholic beverages when the event is covered by a special events permit pursuant to Division 9 of the Business and Professions Code and which will occur at a time when students are generally not on the school grounds. (Business and Professions Code 25608) Any such use of school facilities shall be subject to any limitations that may be necessary to reduce risks to the district and ensure the safety of participants, as determined by the Superintendent or designee. Applicable limitations shall be clearly stated in the facility use agreement to be signed by the user's representative.

The district may exclude certain school facilities from nonschool use for safety or security reasons.

### Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damage caused by the activity. The district may charge the amount necessary to

repair the damages and may deny the group further use of school facilities or grounds. (Education Code 38134)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facilities being used.

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# Board Policy

## Community Relations

BP 1400(a)

### RELATIONS BETWEEN OTHER GOVERNMENTAL AGENCIES AND THE SCHOOLS

The Governing Board recognizes that other local government agencies share its concern and responsibility. **believes that district efforts to provide a high-quality education for students in the community can be enhanced by collaboration with other government and public agencies that are responsible** for the health, safety, and well-being of **children and youth**. The ~~Board and Superintendent or designee~~ **district** shall initiate and maintain good working relationships with representatives of these **local agencies to maximize student and family access to support services that will help students achieve to their highest potential.** ~~in order to help district schools and students make use of the resources which governmental agencies can provide.~~

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5030 - Student Wellness)*

*(cf. 5131.6 - Alcohol and Other Drugs)*

*(cf. 5141.32 - Health Screening for School Entry)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5141.6 - School Health Services)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

**[THE REMAINDER OF BP 1400 DELETED AND THE FOLLOWING NEW TEXT ADDED]**

**The Board shall initiate or participate in collaborative relationships with city and county elected officials to design and coordinate multi-agency programs that respond to the needs of children and families and provide more efficient use of district and community resources. To further such collaborations, the Board may establish or participate in formal structures for governance teams to regularly meet and discuss issues of mutual concern.**

*(cf. 0200 - Goals for the School District)*

*(cf. 9140 - Board Representatives)*

**The Superintendent and appropriate staff shall cooperate with government and public agencies in the planning and implementation of joint projects or activities within the community. The Superintendent or designee may designate a coordinator to ensure effective implementation of the district's responsibilities in any such collaborative project.**

**In order to identify priorities for services, the Board shall encourage a periodic**

assessment of children's needs within the community, which may include, but not be limited to, needs based on poverty, child abuse and neglect, poor physical or mental health, substance abuse, violence, homelessness, placement in foster care, or lack of access to child care. The needs assessment should also examine the extent to which those needs are being met through existing services in the district and in the community, the costs of providing those services, and any gaps, delay, or duplication of services.

The Board shall approve the services to be offered by the district, the resources that will be allocated to support collaboration, any use of school facilities for services, and any development or joint use of facilities with other jurisdictions. All agreements with other agencies to coordinate services or share resources shall be in writing. The Board may establish joint powers agreements or memorandums of understanding, when feasible, to formalize the responsibilities and liabilities of all parties in a collaborative activity.

*(cf. 1330 - Use of School Facilities)*  
*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 3100 - Budget)*

The Superintendent or designee shall work with interagency partners to explore funding opportunities available through each agency, state and national grant programs, and/or private foundations for youth service coordination and delivery.

In order to facilitate service delivery or determination of eligibility for services, the district may share information with other appropriate agencies as long as the parent/guardian consents and the information is shared in accordance with laws pertaining to confidentiality and privacy.

*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 5125 - Student Records)*

The Board shall receive regular reports of progress toward the identified goals of the collaborative effort. The reports may include, but not be limited to, feedback from staff and families regarding service delivery, numbers of children and families served, specific indicators of conditions of children, and indicators of system efficiency and cost effectiveness.

*(cf. 0500 - Accountability)*

The Board shall communicate with the community about the district's collaborative efforts and the conditions of children within the schools. The Board may advocate for local, state, and national policies, programs, and initiatives designed to improve the conditions of children and youth.

*(cf. 1100 - Communication with the Public)*  
*(cf. 1160 - Political Processes)*  
*(cf. 9000 - Role of the Board)*  
*(cf. 9322 - Agenda/Meeting Materials)*

*Legal Reference:*

EDUCATION CODE

8800-8807 *Healthy Start support services for children*



**10900-10914.5 Cooperative community recreation programs**

49073 Privacy of student records

49075 Parent/guardian permission for release of student records

49557.2 Sharing of information for MediCal eligibility

**HEALTH AND SAFETY CODE**

120440 Immunization records; release to local health departments

130100-130155 Early childhood development; First 5 Commission

**WELFARE AND INSTITUTIONS CODE**

5850-5883 Mental Health Services Act

18961.5 Computerized database; families at risk for child abuse; sharing of information

18980-18983.8 Child Abuse Prevention Coordinating Council

18986-18986.30 Interagency Children's Services Act

18986.40-18986.46 Multidisciplinary services teams

18986.50-18986.53 Integrated day care program

18987.6-18987.62 Family-based services

*Management Resources:*

**CSBA PUBLICATIONS**

*Expanding Access to High-Quality Preschool Programs: A Resource Guide for School Leaders, rev. April 2008*

*Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008*

*Mental Health Services Act (Proposition 63): Collaborative Opportunity to Address Mental Health, Policy Advisory, October 2007*

*Maximizing School Board Governance: Community Leadership, 1996*

**CHILDREN NOW PUBLICATIONS**

*California Report Card: The State of the State's Children, 2008*

**CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS**

*Healthy Children, Healthy Communities: An Action Guide for California Communities, 2006*

*Stretching Community Dollars: Cities, Counties and School Districts Building for the Future, 2006*

**YOUTH LAW CENTER PUBLICATIONS**

*Model Form for Consent to Exchange Confidential Information among the Members of an Interagency Collaborative, 1995*

**WEB SITES**

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

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

California Department of Public Health: <http://www.cdph.ca.gov>

California Department of Social Services: <http://www.dss.cahwnet.gov>

California State Association of Counties: <http://www.csac.counties.org>

Children Now: <http://www.childrennow.org>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

First 5 California: <http://www.ccfc.ca.gov>

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

Youth Law Center: <http://www.ylc.org>

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# Board Policy

## Administration

BP 2210(a)

### ADMINISTRATIVE DISCRETION REGARDING BOARD POLICY

The Governing Board desires to be proactive in communicating its philosophy, priorities, and expectations for the district; clarifying the roles and responsibilities of the Board, Superintendent, and other senior administrators; and setting direction for the district through written policies. However, the Board recognizes that, in the course of operating district schools or implementing district programs, situations may arise which may not be addressed in written policies. **In such situations, or when immediate action is necessary to avoid any risk to the safety or security of students, staff, or district property or to prevent disruption of school operations, the Superintendent or designee shall have the authority to act on behalf of the district in a manner that is consistent with law and Board policies.**

*(cf. 0000 - Vision)*

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 2110 - Superintendent Responsibilities and Duties)*

*(cf. 2121 - Superintendent's Contract)*

*(cf. 3516.5 - Emergency Schedules)*

*(cf. 9000 - Role of the Board)*

*(cf. 9310 - Board Policies)*

~~In any situation in which immediate action is needed to avoid any risk to the safety or security of district students, staff, or property or disruption to student learning, the Superintendent or designee shall have the authority to act on behalf of the district.~~

As necessary, the Superintendent or designee shall consult with other district staff, including the legal counsel and/or the chief business official, regarding the exercise of this authority.

~~*(cf. 0450 - Comprehensive Safety Plan)*~~

~~*(cf. 3516.5 - Emergency Schedules)*~~

**Any exercise of administrative authority shall be nondiscriminatory and demonstrate the district's commitment to equity in district programs and activities.**

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

*(cf. 0415 - Equity)*

**The Superintendent shall be accountable to the Board for all areas of operation under his/her authority. As appropriate, t**The Superintendent or designee shall notify the Board as soon as practicable after he/she exercises **this the** authority **granted under this policy.** The Board president and the Superintendent shall schedule a review of the action at the next regular Board meeting. If the action indicates the need for additions or revisions to Board policies, the Superintendent or designee shall make the necessary recommendations to the Board.

(cf. 9320 - Meetings and Notices)  
(cf. 9322 - Agenda/Meeting Materials)

*Legal Reference:*

EDUCATION CODE

35010 Control of district, prescription and enforcement of rules  
35035 Powers and duties of superintendent  
35160 Authority of governing boards  
35161 Powers and duties; authority to delegate  
35163 Official actions, minutes and journal

*Management Resources:*

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, Policy Brief, November 2013

WEB SITES

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

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

(7/11 12/13) 7/18

# Board Policy

## Business and Noninstructional Operations

BP 3312.2(a)

### EDUCATIONAL TRAVEL PROGRAM CONTRACTS

The Governing Board believes that field trips and other travel opportunities **for students** are a valuable tool in supporting classroom instruction and **promoting-enrich** students' awareness of **learning about** places, **cultures**, and events. ~~In contracting with organizations to provide~~ **The district may contract with a qualified person, partnership, corporation, or other entity for** educational travel services, ~~the Board desires to ensure quality educational experience and while protecting the health, safety, and welfare of each student traveler. Any such contract shall be submitted to the Board for approval and/or ratification.~~

~~(cf. 3312 - Contracts)~~

~~(cf. 3541.1 - Transportation for School-Related Trips)~~

~~(cf. 6153 - School-Sponsored Trips)~~

~~The Superintendent or designee shall contract only with educational travel organizations which adhere to state law and exhibit safe and reputable business practices.~~

~~(cf. 3312 - Contracts)~~

~~(cf. 3541.1 - Transportation for School-Related Trips)~~

~~(cf. 6153 - School-Sponsored Trips)~~

The Superintendent or designee shall establish procedures for selecting the highest quality vendor, taking into account **safeguards for** student safety, quality of the **educational** program, and fiscal integrity.

The Superintendent or designee shall ensure that each ~~written contract with an educational travel organization~~ **is in writing and** includes all of the following: (Business and Professions Code 17554)

1. The travel organization's name, trade or business name, business address, business telephone number, and a 24-hour emergency contact **telephone number, pager, voice mail, or other method of 24-hour communication**
2. ~~An itemized statement which shall include, but not be limited to:~~ **A detailed description of:**
  - a. Services to be provided as part of the program  
Agreed cost for the services
  - c. ~~A statement as to whether or not the educational travel organization maintains insurance that supplies coverage in the event of injury to any student traveler, including the type and amount of coverage, the policy number and issuer, and the name,~~ **address**, and telephone number of the person or organization ~~which is able to verify coverage~~
  - d. Any additional costs to students

- e. ~~The qualifications, if any, for~~ **Any** experience and/or training ~~that are required~~ **requirements** to be met by the educational travel organization's staff who ~~shall~~ **will** accompany students on the educational travel program
3. ~~A written description of the~~ **The** educational program being contracted for, including a copy of all materials to be provided to students
4. The number of times the educational travel program or a substantially similar educational travel program ~~proposed by the contract~~ has been conducted by the organization and the number of students who completed the program
5. The length of time the organization has either been arranging or conducting educational travel **programs**, and, at the option of the organization, other travel services with substantially similar components
6. The name of each owner, **officer, general partner, or sole proprietor** and ~~principal~~ of the organization
7. ~~A statement as to w~~ **Whether** any owner or principal of the organization has had **any judgment** entered against him/ or her, ~~any judgment, including a stipulated judgment, order,~~ made a plea of nolo contendere, or been convicted of any criminal violation in connection with the sale of any travel services for a period of 10 years predating the contract

~~The Superintendent or designee shall establish procedures for selecting the highest quality vendor, taking into account student safety, quality of the program and fiscal integrity.~~

*Legal Reference:*

**EDUCATION CODE**

*35160 Authority of boards*

*35160.1 Broad authority of school districts*

**BUSINESS AND PROFESSIONS CODE**

*17540 Travel promoters*

~~*17550-17550.9 Sellers of travel*~~

***17550.9 Definition of travel services***

*17552-17556.5 Educational travel organizations*

(6/97) 7/18

# CSBA Sample

## Board Policy

### Business and Noninstructional Operations

BP 3515.21(a)

#### UNMANNED AIRCRAFT SYSTEMS (DRONES)

The Governing Board recognizes that unmanned aircraft or aerial systems (drones) may be a useful tool to enhance the instructional program and assist with district operations. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, and visitors, any person or entity desiring to use a drone on or over district property shall submit a written request for permission to the Superintendent or designee.

*(cf. 1330 - Use of School Facilities)*

*(cf. 1330.1 - Joint Use Agreements)*

*(cf. 5142 - Safety)*

A small *unmanned aircraft system* or drone is an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. It does not include model aircraft or rockets such as those which are radio controlled and used only for hobby or recreational purposes. (49 USC 40101 Note; 14 CFR 107.3)

The Superintendent or designee may grant permission to district employees and students for the use of drones only if the planned activity supports instructional, co-curricular, extracurricular, athletic, or operational purposes. Such uses may include, but are not limited to, instruction in science, technology, engineering, and math (STEM), the arts, or other subjects; maintenance of grounds and facilities; and campus security. When used for instructional purposes, there shall be a clear and articulable connection between drone technology and the course curriculum. Students shall only operate a drone on or over district property under the supervision of a district employee as part of an authorized activity.

The Superintendent or designee may grant permission to other persons or entities under terms and conditions to be specified in a memorandum of understanding.

Any person or entity requesting to operate a drone on or over district property, including a district employee, shall provide a description of the type of operation requested, flight location, date and time of the planned flight, anticipated duration, and whether photos and/or video will be taken. As applicable, the applicant shall also present a copy of his/her Certificate of Waiver or Authorization or exemption issued by the Federal Aviation Administration.

Any person or entity, other than a district employee or student, who is requesting or operating a drone on or over district property shall agree to hold the district harmless from any claims of harm to individuals or property resulting from the operation of the drone and provide proof of adequate liability insurance covering such use.

*(cf. 3530 - Risk Management/Insurance)*

In determining whether to grant permission for the requested use of a drone, the Superintendent or designee shall consider the intended purpose of the activity and its potential impact on safety, security, and privacy. The decision of the Superintendent or designee shall be final.

Any person authorized to use a drone on district property shall sign an acknowledgment that he/she understands and will comply with the terms and conditions of the district's policy, federal law and regulations, state law, and any local ordinances related to the use of drones.

When any use of drones is authorized, the Superintendent or designee shall notify the drone operator of the following conditions:

1. The operator is responsible for complying with applicable federal, state, and/or local laws and regulations, including federal safety regulations pursuant to 14 CFR 107.15-107.51 which include, but are not limited to, requirements that the drone not be flown at night, above 400 feet in altitude, or over any people unless they are in a covered structure or stationary vehicle. The operator shall maintain the visual line of sight with the drone at all times.
2. The drone shall be kept away from any area reasonably considered private, including, but not limited to, restrooms, locker rooms, and individual homes.
3. The district reserves the right to rescind the authorization for use of drones at any time.

The Superintendent or designee may remove any person engaged in unauthorized drone use on district property and/or may confiscate the drone. He/she may also shut down the operation of any authorized drone use whenever the operator fails to comply with the terms of the authorization or the use interferes with district activity, creates electronic interference, or poses unacceptable risks to individuals or property.

*(cf. 3515.2 - Disruptions)*

Any student or staff member violating this policy shall be subject to disciplinary action in accordance with district policies and procedures.

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

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

*(cf. 5144 - Discipline)*

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

*Legal Reference:*

UNITED STATES CODE, TITLE 49

*40101 Note Unmanned aircraft systems*

CODE OF FEDERAL REGULATIONS, TITLE 14

*107.1-107.205 Small unmanned aircraft systems, especially:*

*107.12 Requirement for a remote pilot certificate with a small UAS rating*

*107.15-107.51 Operating rules; safety*

*107.53-107.79 Remote pilot certification*

*Management Resources:*

*FEDERAL AVIATION ADMINISTRATION PUBLICATIONS*

*Educational Use of Unmanned Aircraft Systems (UAS), Memorandum, May 4, 2016*

*WEB SITES*

*Federal Aviation Administration: <https://www.faa.gov/uas>*



# Board Policy

All Personnel

BP 4140(a)

4240

## BARGAINING UNITS

4340

The Governing Board recognizes the right of district employees to form a bargaining unit, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

*(cf. 4141/4241 - Collective Bargaining Agreement)*

*(cf. 4143/4243 - Negotiations/Consultation)*

*(cf. 9000 - Role of the Board)*

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

~~The district shall not deter or discourage employees from becoming or remaining members of an employee organization, impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)~~

## Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

*(cf. 4300 - Administrative and Supervisory Personnel)*

*(cf. 4301 - Administrative Staff Organization)*

*(cf. 4312.1 - Contracts)*

For this purpose, *supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually or may be represented by an employee organization whose membership is composed entirely of employees designated as holding those positions. When represented by an employee organization, that organization shall not meet and negotiate with the district. For this purpose: (Government Code 3540.1, 3543.4)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

## **Membership**

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

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

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

## **Access to Employee Orientations and Contact Information**

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other

employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

**The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)**

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information **on in regard to** all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor shall he/she disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or any employee who provides written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

*(cf. 1340 - Access to District Records)*

**~~Payment of Dues or Service Fee~~ Membership Dues ~~or Service Fee or Other Payments to an Employee Organization~~**

~~Upon the written request of a recognized employee organization, the Superintendent or designee shall deduct the amount of organization dues or the fair share service fee, determined in accordance with Government Code 3546, from the wages and salary of each~~

~~employee represented by that employee organization and shall pay that amount to the employee organization.~~ When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168; ~~Government Code 3546~~)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

~~Any employee who is a member of a religious body whose traditional tenets or teachings include objections to joining or financially supporting employee organizations shall not be required to join, maintain membership in, or financially support any employee organization as a condition of employment. However, such an employee may be required to pay an amount equal to the service fee to a designated charitable fund. (Government Code 3546.3)~~

~~Each employee organization shall, within 60 days after the end of its fiscal year, provide the Board and the employees who are members of the organization with a detailed financial report consisting of a balance sheet and an operating statement. If the employee organization fails to provide the financial report, the Board may issue an order compelling the organization to provide the financial report or any employee within the organization may petition the Board for such an order. (Government Code 3546.5)~~

~~(cf. 3460 – Financial Reports and Accountability)~~

*Legal Reference:*

EDUCATION CODE

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definition of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

3550-3552 Prohibition on public employers deterring or discouraging union membership

3555-3559 Public employee communication, information and orientation

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

CODE OF REGULATIONS, TITLE 8

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

COURT DECISIONS

**Janus v. American Federation of State, County and Municipal Employees, Council 31, (2018) 138 S.Ct. 2448**

Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083

County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905

*Management Resources:*

WEB SITES

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

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

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

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

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

Public Employment Relations Board: <http://www.perb.ca.gov>

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# Administrative Regulation

All Personnel

AR 4157.2(a)

4257.2

ERGONOMICS

4357.2

The Superintendent or designee shall implement an ergonomics program to identify risk factors in the work environment that may result in injuries or illnesses to employees and shall design measures to mitigate such risk factors. The program shall include a study of body movements and positions used during work, the tools and equipment used, the physical environment (such as temperature, noise, and lighting), and the organizational environment (such as deadlines, teamwork, and supervision) in order to identify potential causes of stress on the body over time, such as exertion or strain, awkward or sustained posture, or repeated motions.

An employee who experiences pain, numbness, stiffness, swelling, tingling, weakness, or other symptom(s) of a repetitive motion injury (RMI) or other musculoskeletal disorder that may be caused or aggravated by workplace conditions shall report the problem to his/her supervisor.

*(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)*

~~To minimize employee's risk of repetitive motion injuries (RMIs), the Superintendent or designee shall implement an ergonomics program whenever two or more RMIs from an identical work activity have been reported by district employees within a 12-month period beginning July 3, 1997. In addition, all reported injuries must satisfy all of the following conditions: (8 CCR 5110)~~

When an RMI which is objectively identified and diagnosed by a licensed physician to be a musculoskeletal injury has been reported by two or more district employees within a 12-month period, and is determined to be predominantly caused by a repetitive job, process, or operation of an identical work activity, the Superintendent or designee shall: (8 CCR 5110)

- ~~1. The RMIs were predominantly caused (i.e., 50 percent or more) by a repetitive job, process or operation.~~
- ~~2. The employees incurring the RMIs were performing a job process or operation of identical work activity. Identical work activity means that the employees were performing the same repetitive motion task, such as similar word processing, assembly or loading tasks.~~
- ~~3. The RMIs were musculoskeletal injuries that a licensed physician objectively identified and diagnosed.~~

~~The Superintendent or designee shall ensure that the ergonomics program be designed to minimize RMIs in accordance with law. The program shall be composed of the following components: (8 CCR 5110)~~

1. **Worksite evaluation**

**Evaluate** each job, process, or operation of identical work activity **at the worksite**, or a representative number of such jobs, processes, or operations of identical **work** activities, ~~shall be evaluated~~ for exposures which have caused RMIs.

2. **Control of exposures which have caused RMIs**

**Correct in a timely manner, or minimize to the extent feasible if correction is not possible,** ~~Any exposures that have caused RMIs, shall, in a timely manner, be corrected or, if not capable of being corrected, be minimized to the extent feasible. The district shall consider~~ **taking into consideration** engineering controls, such as work station redesign, adjustable fixtures, or tool redesign, and administrative controls such as job **station rotation**, work pacing, or work breaks.

3. **Training**

~~Employees shall be provided~~ **Provide staff** training that includes an explanation of:

- a. The district's **ergonomics** program
- b. The exposures that have been associated with RMIs
- c. The symptoms and consequences of injuries caused by repetitive motion
- d. The importance of reporting symptoms and injuries to the **employer district**
- e. Methods used by the district to minimize RMIs

**Strategies adopted for identifying and correcting workplace conditions or practices that may increase employees' risk of RMIs may be incorporated into the district's injury and illness prevention program developed pursuant to Labor Code 6401.7 and 8 CCR 3203.**

(cf. 4157 /4257/4357 - Employee Safety)

~~(cf. 4157.1/4257.1/4357.1 - Work Related Injuries)~~

*Legal Reference:*

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

GOVERNMENT CODE

21153 Employer not to separate for disability members eligible to retire

LABOR CODE

142.3 Adoption, amendment or repeal of standards and orders

3200-4855 Workers' compensation, especially:

3550-3553 Employee **Notice**

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 *Provision of medical and hospital treatment by employer*  
4906 *Disclosures and statements*  
5400-5404 *Notice of injury or death*  
6303 *Place of employment; employment*  
6305 *Occupational safety and health standards; special orders*  
6310 *Retaliation for filing complaint prohibited*  
6357 *Standards for workplace ergonomics*  
6401.7 *Injury prevention programs*  
6409.1 *Reports*  
CODE OF REGULATIONS, TITLE 8  
3203 *Injury and Illness Prevention Program*  
5110 *Repetitive motion injuries*

**Management Resources:**

**CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF  
OCCUPATIONAL SAFETY AND HEALTH PUBLICATIONS**

**Ergonomic Hazards, Fact Sheet H**

**Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. May 2011**

**WEB SITES**

**California Department of Industrial Relations, Division of Occupational Safety and Health:**  
**<http://www.dir.ca.gov/dosh>**

(10/97) 7/18



# Board Policy

Certificated Personnel

BP 4161.3(a)

## PROFESSIONAL LEAVES

**The Governing Board recognizes that a broad range of experiences can strengthen an employee's ability to meet the educational needs of the district's students.**

The ~~Governing~~ Board may grant a **professional** leave of absence ~~of for~~ up to one year to certificated employees for the purpose of permitting study or travel which will benefit the schools and students of the district. **No more than one such leave of absence may shall be granted to an employee in a each seven-year period.** (Education Code 44966, **44967**)

*(cf. 4131 - Staff Development)*

*(cf. 4161/4261/4361 - Leaves)*

To be eligible for a **professional** leave of absence for these purposes, ~~the an~~ employee must have served in the district for at least seven consecutive years preceding the **granting of the leave.** ~~No more than one such leave of absence shall be granted in each seven-year period. No other types of leaves shall be considered a break in service for purposes of meeting this requirement and the period of such absence shall not be included as service in computing the seven consecutive years of service required for a professional leave.~~ **For this purpose, any prior professional leave taken by an employee shall be deemed a break in the employee's service. No other type of leave authorized by the Board, and no service by the employee for one year or less under a national recognized fellowship or foundation approved by the State Board of Education for research, teaching, or lecturing, shall be deemed a break in the employee's service.** (Education Code 44967)

**Rather than granting a professional leave for a continuous one-year period,** ~~t~~The Board may require that ~~such leaves of absence the leave~~ be taken in separate six-month periods or separate quarters, **provided that as long as** the total leave is completed within three years. Any period of service by the employee between the separate periods of leave shall comprise a part of the service required for a subsequent leave of absence. (Education Code 44966)

As a condition ~~to of~~ being granted ~~such a~~ **professional** leave, the employee shall agree in writing to render service in the district following his/her return for a period equal to twice the period of the leave. (Education Code 44969)

~~Every employee granted a leave of absence for these purposes may be required to perform such services during the leave as the Board and employee agree upon in writing. The Board and employee may agree in writing to have the employee perform services for the district during the professional leave.~~ (Education Code 44968)

~~Compensation during the leave shall be paid in the manner authorized by Education Code 44969 and 44970.~~

Unless the employee agrees in writing with the Board not to receive compensation during the leave, the employee shall receive such compensation during the leave as the Board and

employee agree upon in writing, which shall **not** be ~~not~~ less than the difference between the employee's salary and the salary of a substitute employee **in the position which the employee held prior to the granting of the leave**. In lieu of such a difference, the Board may pay one-half of the salary of the employee or any additional amount up to and including the full salary of the employee. (Education Code 44968, 44968.5)

Compensation during the leave shall be paid in the manner authorized by Education Code 44969 and 44970.

~~As a condition to being granted leave, the employee shall agree in writing to render service in the district following his/her return for a period equal to twice the period of the leave. (Education Code 44969)~~

At the end of the **professional** leave, the employee shall be reinstated in the position he/she held when the leave was granted, **unless otherwise agreed upon by the employee**. (Education Code 44973)

*Legal Reference:*

EDUCATION CODE

44966-4497~~36~~ *Leaves of absence for study or travel*

(10/98) 7/18

# Board Policy

Classified Personnel

BP 4261.3(a)

## PROFESSIONAL LEAVES

**The Governing Board recognizes that a broad range of experiences can strengthen an employee's ability to meet the district's needs.**

The **Governing** Board may grant a **professional** leave of absence **for** ~~of~~ up to one year to classified employees for the purpose of permitting study or retraining the employee to meet changing conditions within the district. **No more than one such leave of absence may shall be granted to an employee in a each seven-year period for purposes of study or three-year period for purposes of retraining.** (Education Code 45381, **45382**)

*(cf. 4161/4261/4361 - Leaves)*

*(cf. 4231 - Staff Development)*

To be eligible for a leave for study purposes, the employee must have served in the district for at least seven consecutive years preceding **the granting of** the leave., ~~unless~~ **If** the leave is for purposes of retraining, ~~in which case~~ the employee must have served in the district for at least three consecutive years **preceding the granting of the leave.** ~~Sick~~ **Any professional leave of absence granted by the Board** shall not be deemed a break in service. **However, except if** it will not be included as service in computing service for the granting of any subsequent professional leave. (Education Code 45382)

~~No more than one such leave of absence shall be granted in each seven or three year period. (Education Code 45382)~~

**Rather than granting a professional leave for a continuous one-year period, t**~~The Board may require that such leaves of absence the leave be taken in separate six-month periods or in any other appropriate periods, provided that as long as the total leave is completed within three years. Any period of service by the employee between the separate periods of leave shall comprise a part of the service required for qualifying for a subsequent leave of absence. (Education Code 45381)~~

~~Every employee granted a leave of absence for these purposes may be required to perform such services during the leave as the Board and employee may agree upon in writing.~~ **The Board and employee may agree in writing to have the employee perform services for the district during the professional leave.** (Education Code 45383)

The employee shall receive such compensation during the leave as the Board and employee agree upon in writing, which shall ~~be~~ **not be** less than the difference between the employee's salary and the salary of a substitute employee **in the position which the employee held prior to the granting of the leave.** In lieu of such a difference, the Board may pay one-half of the salary of the employee or any additional amount up to and including the full salary of the employee. (Education Code 45383)

Compensation during the leave shall be paid in the manner authorized by Education Code 45384.

The Board may grant reimbursement of the costs, including tuition fees, to any permanent classified employee who satisfactorily completes approved training to improve his/her job knowledge, ability, or skill, as long as the employee is not eligible for reimbursement by another governmental agency, organization, or association. Programs eligible for reimbursement include, but are not limited to, courses of study at approved academic institutions, seminars and training institutes conducted by recognized professional associations, conferences, meetings, and other training programs that are designed to upgrade the classified service and encourage the retraining of employees who may otherwise be subject to layoff as the result of technological changes. (Education Code 45387)

*Legal Reference:*

EDUCATION CODE

**45220-45320 Merit system**

45380-45387 *Leaves of absence for study or retraining, classified personnel*

(10/98) 7/18

# Board Policy

## Students

BP 5112.5(a)

### OPEN/CLOSED CAMPUS

#### Open Campus

In order to give students an opportunity to demonstrate responsibility, **independent judgment**, and positive citizenship, the Governing Board establishes an open campus at all district high schools in which students shall have the privilege of leaving campus during lunch.

**Note: The following optional paragraph is for use by districts that choose to impose conditions on the privilege to leave campus during lunch (e.g., based on academic achievement, attendance, and/or grade level) and may be revised to reflect specific district criteria, the process for determining eligibility, and/or the person responsible for enforcement.**

**The principal or designee shall ensure that students granted this privilege meet any eligibility requirements established by the district.**

**The district shall send written notification to parents/guardians about the open campus policy at the beginning of the school year along with the parental notification required by Education Code 48980. Such notification shall include the language prescribed by Education Code 44808.5.**

*(cf. 5145.6 - Parental Notifications)*

~~The privilege of open campus may be revoked from individual students for disciplinary reasons.~~

~~*(cf. 5144 - Discipline)*~~

Students shall not leave **the** school grounds at any other time during the school day without **written express** permission of **their parents/guardians and** school authorities. Students who leave school ~~or who fail to return following lunch~~ without authorization shall be **considered to have an unexcused absence and be** ~~classified truant and~~ subject to disciplinary action.

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5113.11 - Attendance Supervision)*

*(cf. 5113.12 - District School Attendance Review Board)*

~~The privilege of open campus may be revoked from~~ **The principal or designee may revoke the open campus privilege for individual students for disciplinary reasons.**

~~*(cf. 5144 - Discipline)*~~

Legal Reference:

EDUCATION CODE

35160 Authority of the ~~Bb~~oard

35160.1 Broad authority of school district

44808.5 Permission for ~~pupils~~ **students** to leave school grounds; notice

**48980 Annual notification to parents/guardians**

# Administrative Regulation

Students

AR 5141.32(a)

## HEALTH SCREENING FOR SCHOOL ENTRY

### Comprehensive Health Screening for Grades K-1

The parent/guardian of a student in kindergarten or first grade shall submit to the Superintendent or designee a certification form developed by the California Department of Health Care Services (DHCS) and signed by the student's health examiner certifying that the student has completed a comprehensive health screening within 18 months prior to entry into first grade or within 90 days thereafter. (Health and Safety Code 124040, 124085)

*(cf. 5111 - Admission)*

*(cf. 5141.3 - Health Examinations)*

*(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 Superintendent or designee shall notify parents/guardians of all kindergarten students of the requirement to obtain a health screening and of the availability of the Child Health and Disability Prevention (CHDP) program established pursuant to Health and Safety Code 124025-124110 to assist eligible low-income families in obtaining the health screening. (Health and Safety Code 124100)

*(cf. 5145.6 - Parental Notifications)*

The notice and certification form shall be included with the notification of immunization requirements provided to parents/guardians prior to their child's enrollment in kindergarten and shall encourage completion of the health screening simultaneously with immunizations. The notice shall also be provided to the parent/guardian of any student who is enrolling in first grade without having attended kindergarten in the district.

*(cf. 5141.31 - Immunizations)*

In lieu of the certification, the parent/guardian may submit a waiver on a form developed by DHCS indicating that he/she does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian was unable to obtain the services, the reasons should be included in the waiver. (Health and Safety Code 124085)

The waiver form shall be provided to a parent/guardian upon request.

The completed certification form or the waiver shall be maintained in the student's health file or cumulative record. (5 CCR 432)

*(cf. 5125 - Student Records)*

During the first 90 days of the school year, the Superintendent or designee may contact any parent/guardian of a first-grade student who has not provided either the certification form or the waiver to ensure that the parent/guardian understands the health screening requirement and, if appropriate, his/her possible eligibility for the CHDP program.

The Superintendent or designee shall exclude from school, for not more than five school days, any first-grade student who does not present evidence of a health screening or a waiver on or before the 90th day after entering first grade. The exclusion shall begin on the 91st day after the student's entrance into the first grade, or if school is not in session, then on the next succeeding school day. (Health and Safety Code 124105)

The Superintendent or designee may exempt a student from exclusion when his/her parents/guardians have been contacted at least twice between the first day and the 90th day after the student's enrollment in first grade and the parents/guardians refuse to provide either a certification form or a waiver. (Health and Safety Code 124105)

*(cf. 5112.2 - Exclusions from Attendance)*

### **Oral Health Assessment for Grades K-1**

No later than May 31 of the ~~relevant~~ school year, the parent/guardian of ~~a~~ **any** kindergarten student, or **of any** first-grade student who was not previously enrolled in ~~kindergarten in~~ a public school, shall certify that the student has received an oral health assessment. The oral health assessment shall have been performed by a licensed dentist or other authorized dental health professional no earlier than 12 months prior to the date of the student's initial enrollment. ~~The parent/guardian shall submit to the Superintendent or designee a California Department of Education, standardized form which has been completed and signed by the dental health professional.~~ (Education Code 49452.8)

The Superintendent or designee shall notify parents/guardians **of students in grades K-1** of the oral health assessment requirement. The notification shall, at a minimum, consist of a letter that includes all of the following: (Education Code 49452.8)

1. An explanation of the administrative requirements of the law
2. Information on the importance of primary teeth
3. Information on the importance of oral health to overall health and to learning
4. A toll-free telephone number to request an application for ~~Healthy Families,~~ Medi-Cal, or other government-subsidized health insurance programs
5. Contact information for county public health departments
6. A statement of privacy applicable under state and federal laws and regulations

The notification, **along with a copy of the** ~~and~~ certification form **developed by the California Department of Education,** shall be provided to parents/guardians when they register their child for school.

**Following completion of the assessment, the parent/guardian shall submit to the Superintendent or designee a California Department of Education, standardized form a completed certification form which has been completed and signed by the dental health professional.**

**The student A parent/guardian** may be excused from complying with the oral health assessment **requirements** if **his/her parent/guardian he/she** indicates on the **certification standardized** form that **it the assessment** could not be completed for any of the following reasons: (Education Code 49452.8)

1. Completion of an assessment poses an undue financial burden on the parent/guardian.
2. The parent/guardian lacks access to a licensed dentist or other dental health professional.
3. The parent/guardian does not consent to an assessment.

**If the district hosts a free oral health assessment event at which licensed dentists or other licensed dental health professionals perform school site assessments of students enrolled in the school, any student who has not had an oral health assessment shall be given an assessment unless his/her parent/guardian has indicated on the certification form that he/she does not consent to the student receiving an assessment. However, a student shall not receive dental treatment of any kind without his/her parent/guardian's informed consent for the treatment. (Education Code 49452.8)**

Students who are not assessed, or for whom the parents/guardians fail to return the **standardized certification** form, shall not be excluded from school attendance.

By **July 1 December 31** of each year, the Superintendent or designee shall report data on oral health assessments to **the state dental director and/or** the county office of education in accordance with Education Code 49452.8.

The report shall also be provided to the Governing Board. The identity of any student shall not be included in the report.

*Legal Reference:*

EDUCATION CODE

48985 Notice to parents in language other than English

49060-49079 **Pupil Student** records

49452.8 Oral health assessment

HEALTH AND SAFETY CODE

104395 Child Health and Disability Prevention Program expansion

124025-124110 Child Health and Disability Prevention Program, especially:

124085 Certificate documenting health screening and evaluation services; waiver by parent/guardian

124100 Distribution of program information to parents/guardians of kindergarten children

124105 Exclusions and exemption; legislative intent of notification contents

CODE OF REGULATIONS, TITLE 5

432 Student records

CODE OF REGULATIONS, TITLE 17

6800-6874 Child Health and Disability Prevention Program



**CSBA PUBLICATIONS**

*Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Governance and Policy Services, Policy Brief, February 2007*

**CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS**

**Child Health & Disability Prevention (CHDP) Program: Oral Health Educational Resources for Children and Teens (6-20 years), rev. July 2013**

*CHDP School Handbook: School Entry Health Examination Requirements, rev. January 2006*

**WEB SITES**

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

California Dental Association: <http://www.cda.org>

California Department of Education, Health Services: <http://www.cde.ca.gov/ls/he/hn>

California Department of Health Care Services, Child Health and Disability Prevention Program: <http://www.dhcs.ca.gov/services/chdp>

California Healthy Kids Resource Center: <https://www.ccrcca.org/resources/family-resource-directory/item/california-healthy-kids-resource-center> <http://www.californiahealthykids.org>

(3/05 3/07) 7/18

# Board Policy

## Instruction

BP 6174(a)

### EDUCATION FOR ENGLISH LEARNERS

The Governing Board intends to provide English learners with challenging curriculum and instruction that **develop, maximize the attainment of high levels of** proficiency in English, **advance multilingual capabilities, and while** facilitating student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

English learners shall be provided **differentiated** English language development instruction **which is** targeted to their English proficiency level, **integrated across all subject areas**, and aligned with the state content standards ~~and curriculum framework~~. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, **emphasize inquiry-based learning and critical thinking skills**, and **provide assist** students ~~with-in~~ **accessing to** the full educational program.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching English Learners)*

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

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

**Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.**

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

### **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the **accurate early** identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR **853.5 and 853.7 854.1-854.3**. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR **853.5, 853.7 854.1-854.3**)

(cf. 6162.51 - State Academic Achievement Tests)

**Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.**

(cf. 6162.5 - Student Assessment)

### **Language Acquisition Programs**

~~In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)~~

~~Language acquisition programs are educational programs~~ **The district shall offer research-based language acquisition programs** that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards.

~~The language acquisition programs provided to students shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (Education Code 306;~~ **5 CCR 11300)**

~~The district shall offer English learners~~ **At a minimum, the district shall offer** a structured English immersion program **which includes designated and integrated English language development** ~~to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English.~~ In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; **5 CCR 11309)**

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

*(cf. 6142.2 - World/Foreign Language Instruction)*

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

**The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)**

*(cf. 6151 - Class Size)*

**In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)**

**At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)**

*(cf. 5145.6 - Parental Notifications)*

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; **5 CCR 11311**)

~~The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)~~

~~(cf. 6151 - Class Size)~~

Note: Education Code 310, as amended by Proposition 58 (November 2016), requires any district that implements a language acquisition program to distribute the following notification when a student enrolls in school or as part of the annual notification issued pursuant to Education Code 48980.
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~~At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program (Education Code 310)~~

~~(cf. 5145.6 - Parental Notifications)~~

## **Reclassification**

When an English learner is determined ~~—pursuant to~~ **based on** state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

## **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient  
BP 6174(i)
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. **For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309**

- 56.** Progress toward any other goals for English learners identified in the district's LCAP
- 67.** A comparison of current data with data from at least the previous **year in regard to items #1-6 above**
- 8. A comparison of data between the different language acquisition programs offered by the district**

The Superintendent or designee **also** shall **also** provide the Board with regular reports from any district or schoolwide English learner advisory committees.

*Legal Reference:*

EDUCATION CODE

300-340 English language education, especially:  
 305-310 Language acquisition programs  
 313-313.5 Assessment of English proficiency  
 430-446 English Learner and Immigrant Pupil Federal Conformity Act  
 33050 State Board of Education waiver authority  
 42238.02-42238.03 Local control funding formula  
 44253.1-44253.11 Qualifications for teaching English learners  
 48980 Parental notifications  
 48985 Notices to parents in language other than English  
 52052 Numerically significant student subgroups  
 52060-52077 Local control and accountability plan  
~~52130-52135 Impacted Languages Act of 1984~~  
 52160-52178 Bilingual Bicultural Act  
 56305 CDE manual on English learners with disabilities  
 60603 Definition, recently arrived English learner  
~~60605.87 Supplemental instructional materials, English language development~~  
 60640 California Assessment of Student Performance and Progress  
 60810-60812 Assessment of language development  
~~62005.5~~ **62002.5** Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

~~853.5-853.7 Test administration; universal tools, designated supports, and accommodations~~  
~~853.8 CAASPP and unlisted resources for students with disabilities~~  
~~854.1-854.3 CAASPP and universal tools, designated supports, and accommodations~~  
~~854.9 CASSPP and unlisted resources for students with disabilities~~  
 11300-11316 English learner education  
 11510-11517.5 California English Language Development Test  
**11517.6-11519.5 English Language Proficiency Assessments for California**

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility  
 1701-1705 Equal Educational Opportunities Act  
 6311 Title I state plan  
 6312 Title I local education agency plans  
 6801-7014 Title III, language instruction for English learners and immigrant students  
 7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited  
 200.16 Assessment of English learners

COURT DECISIONS

Valeria ~~G. O.~~ **G. O.** v. ~~Wilson Davis~~, (2002) 307 F.3d 1036  
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141

McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196  
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698  
ATTORNEY GENERAL OPINIONS  
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

**English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success**, Governance Brief, February 2018

**English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58**, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners**, 2018

**Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18**, rev. August 2017

**Reclassification Guidance for 2017-18, CDE Correspondence**, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

**Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve**, rev. March 2015

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS (continued)

~~Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014~~

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

~~Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013~~

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

~~Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments~~

**THE EDUCATION TRUST- WEST PUBLICATIONS**

**Unlocking Learning II: Math as a Lever for English Learner Equity**, March 2018

**Unlocking Learning: Science as a Lever for English Learner Equity**, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

**Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States**, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

~~Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students~~, May 2007

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

**The Education Trust-West: <https://west.edtrust.org>**

U.S. Department of Education: <http://www.ed.gov>



# Administrative Regulation

Instruction

AR 6174(a)

## EDUCATION FOR ENGLISH LEARNERS

### Definitions

*English learner* means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

***Designated English language development* means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)**

***Integrated English language development* means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)**

*Native speaker of English* means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

### Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be **initially** assessed for English proficiency using the **state's designated English language proficiency test for initial identification English Language Proficiency Assessments for California (ELPAC)**. (Education Code 313, 52164.1; 5 CCR 11511)



Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ~~state's designated English language proficiency test~~ **ELPAC** shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The ~~state assessment~~ **ELPAC** shall be administered in accordance with test publisher instructions and 5 CCR ~~11518.5-11518.20 11511-11516.6~~. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR ~~11516-11516.6 11518.30-11518.35~~.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used

during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR ~~11518.25-11518.35 11516-11516.7~~; 20 USC 1412)

(cf. 6159 - Individualized Education Program)

(cf. ~~6152.51~~ **6162.51** - State Academic Achievement Tests)

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

The Superintendent or designee shall notify parents/guardians of their child's results on the ~~state's English language proficiency assessment~~ **ELPAC** within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code **313.2**, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
  - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction

- b. The manner in which the program will meet the educational strengths and needs of the student
- c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
- d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
- e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

**4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.**

**4.5.** Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

**5.6.** Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

**6.7.** Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

### **Language Acquisition Programs**

**Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)**

- 1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.**
- 2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the**

requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent

**professional development, and opportunities for parent/guardian and community engagement to support the program goals**

- 5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language**
- 6. The process to request establishment of a language acquisition program not offered at the school**
- 7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.**

### **Reclassification/Redesignation**

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ~~state's English language proficiency assessment~~ **ELPAC**
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support ~~to ensure his/her language and academic success.~~

### **Advisory**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a ~~district master~~ plan ~~of for~~ education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

### **LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be

established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR **11301**, 15495)

*(cf. 0460 - Local Control and Accountability Plan)*

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

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# Board Bylaw

## Board Bylaws

BB 9310(a)

### BOARD POLICIES

The Governing Board shall adopt written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to the students, staff, parents/guardians, and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

*(cf. 9000 - Role of the Board)*

**The Board shall ensure that district policies align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.**

*(cf. 0000 - Vision)*

*(cf. 0100 - Philosophy)*

*(cf. 0415 - Equity)*

*(cf. 0460 - Local Control and Accountability Plan)*

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy is found to be invalid, that invalidity shall not affect other provisions of the policy.

*(cf. 2210 - Administrative Discretion Regarding Board Policy)*

Policies shall be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

*(cf. 9320 - Meetings and Notices)*

*(cf. 9322 - Agendas/Meeting Materials)*

The Board shall review certain policies annually, as required by Education Code 35160.5. If no revisions are deemed necessary, the Board minutes shall nevertheless indicate that the review was conducted. Other policies shall be monitored and reviewed as specified in the policy itself or as needed to reflect changes in law or district circumstances.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

### Policy Development and Adoption Process

The district's policy development process shall include the following basic steps:

1. The Board and/or Superintendent or designee shall identify the need for a new policy or revision of an existing policy. The need may arise from a change in law, a new district vision **statement, new or** goals **in the local control and accountability plan,** educational research or trends, ~~or a change in the superintendency or Board membership. The need may also occur as a result of~~ an incident that has arisen in the district, or a recommendation or request from staff, **a parent/guardian,** or other interested persons.
2. As needed, the Superintendent or designee shall gather fiscal ~~and other~~ data, staff and public input, related district policies, sample policies from **the California School Boards Association or** other organizations or agencies, and other useful information **and data** to fully inform the Board about **the a particular** issue.

*(cf. 1220 - Citizen Advisory Committees)*

3. The Board may hold discussions during a public Board meeting to gain an understanding of the issue and provide initial direction to the Superintendent or designee. The discussion may include, but not be limited to, ~~how the proposed policy may affect student learning,~~ community expectations, staff recommendations, **and** **the expected impact of the policy** ~~fiscal impact, as well as the policy's impact on student learning and well-being, equity,~~ governance, **and** **the district's fiscal resources** and operational efficiency.
4. The Board or Superintendent may request that legal counsel review the draft policy as appropriate.
5. The Superintendent or designee shall develop and present a draft policy for a first reading at a public Board meeting. At its second reading, the Board may take action on the proposed policy. The Board may waive the second reading or may require an additional reading if necessary.

*(cf. 9323 - Meeting Conduct)*

Only policies formally adopted by a majority vote of the Board shall constitute official Board policy.

~~*(cf. 9322 - Agenda/Meeting Materials)*~~

*(cf. 9323.2 - Actions by the Board)*

The district's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or **the desire** to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date **if so** designated by the Board at the time of adoption.



## Board Bylaws

The Board shall prescribe and enforce rules for its own **government governance** consistent with state law and regulations. (Education Code 35010)

Bylaws governing Board operations may be developed, adopted, and amended following the same procedures as those used for the adoption or amendment of Board policy.

## Administrative Regulations

The Superintendent or designee shall be responsible for developing and enforcing administrative regulations for the operation of the district. Administrative regulations shall be consistent with law and Board policy and shall be designed to promote the achievement of district goals and objectives. Administrative regulations may describe specific actions to be taken, roles and responsibilities of staff, timelines, and/or other **necessary** provisions. The Superintendent or designee **may** also **may** develop procedures manuals, handbooks, or other guides to carry out the intent of Board policy.

When Board policies are amended, the Superintendent or designee shall review corresponding **administrative** regulations to ensure that they conform to the intent of the revised policy. In case of conflict between administrative regulation and Board policy, policy shall prevail.

The Board may review and/or approve **administrative** regulations for the purpose of ensuring conformity with the intent of Board policy.

## Monitoring and Evaluation

At **the any** time, ~~a policy is adopted,~~ the Board and Superintendent or designee **shall may** determine ~~whether an evaluation~~ **that progress reports to the Board on the implementation and/or effectiveness** of the policy should be scheduled. ~~and, if so, the Board and Superintendent or designee~~ shall agree upon a timeline and, **as applicable,** measures for evaluating the effectiveness of the policy in achieving its purpose.

*(cf. 0500 - Accountability)*

## Access to Policies

The Superintendent or designee shall ensure that all district employees and the public have access to an up-to-date district policy manual. ~~A public copy of the policy manual shall be maintained at the district central office and at each school site. These copies~~ **policy manual** shall be maintained ~~either~~ electronically **and/or** by paper copy.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1340 - Access to District Records)*

As necessary, the Superintendent or designee shall notify staff, parents/guardians, students, and other stakeholders whenever a policy that affects them is adopted or revised. He/she may determine the appropriate communications strategy depending on the issue. **Policies shall be posted on the district's web site when required by law.**

(cf. 1112 - Media Relations)  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)  
(cf. 6020 - Parent Involvement)

## **Suspension of Policies**

No Board policy, bylaw, or administrative regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable federal or state law or regulations or court decisions. If any portion of a policy is found to be invalid, that invalidity shall not affect other provisions of the policy.

~~(cf. 2210 - Administrative Discretion Regarding Board Policy)~~

### *Legal Reference:*

#### EDUCATION CODE

35010 Control of district; prescription and enforcement of rules  
35160 Authority of governing boards  
35160.5 Annual review of school district policies  
35163 Official actions, minutes and journal  
35164 Vote requirements

### *Management Resources:*

#### WEB SITES

CSBA, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online), Policy Review Program, Individual District Policy Workshops, Agenda Online, and Manual Maintenance: <http://www.csba.org/ps>  
National School Boards Association: <http://www.nsba.org>

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COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street  
Colusa, CA 95932

OFFICIAL MINUTES  
Board of Trustees Board Meeting

September 17, 2018

CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Board Room by Charles Yerxa, who established a quorum was present. Attending were Melissa Ortiz, Kathie Whitesell, and Michael Phenicie. Superintendent Dwayne Newman and various staff members were also present.
PLEDGE OF ALLEGIANCE	Chloe Ferraiuolo led 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.
RECOGNITIONS & CELEBRATIONS	A brief celebration occurred to recognize new CUSD staff.
STUDENT'S REPORT	Chloe Ferraiuolo provided information on past and upcoming CHS events.
PRESIDENT'S REPORT	<p>CRAF – No information.</p> <p>FOM – Mr. Phenicie reported that the Spaghetti fundraiser is scheduled for October 31, 2018.</p> <p>SELPA – No SELPA meeting has occurred.</p> <p>DELAC – No DELAC meeting has occurred.</p> <p><b>Monthly Activities Report:</b></p> <p>Kathie Whitesell – Mrs. Whitesell attended various sporting events. She also attended the CHS Back to School Night and the Community Meeting.</p> <p>Dwayne Newman – Mr. Newman attended various sporting events and the CHS Back to School Night. He also attended the monthly Professional Learning Network Meeting for Superintendents.</p>
SUPERINTENDENT'S REPORT	<p>Budget Update – Mr. Newman reported that Department and Site Level Budgets are being updated under the guidance of our Interim CBO, Mr. Lantsberger. The 17/18 budget is closed out and ready for audit. Site and department level budgets are being reviewed and prepared for a revision which will be submitted to the board for approval.</p> <p>Community Meeting – The next Community Meeting will take place on Monday, October 8, 2018 at 5:30 PM in the District Office Theater.</p>
PUBLIC HEARING	The public hearing opened at 4:42 PM. No comments were made and the hearing closed at 4:43 PM.

Board of Trustees Meeting  
September 17, 2018

ACTION ITEM #181932	<p>Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve Resolution #2018-19.03 – Sufficiency or Insufficiency of Instructional Materials.</p> <p>Yerxa – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Whitesell –Aye</p> <p>Vote: (4 Ayes, 1 Absent )</p>
ACTION ITEM #181933	<p>Motion was made by Melissa Ortiz, seconded by Michael Phenicie to approve Warrants: Batch #5-9.</p> <p>Yerxa – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Whitesell –Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #181934	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the travel for CHS Band Students to attend the Southern California Band Festival as amended.</p> <p>Yerxa – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Whitesell –Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #181934	<p>Motion was made by Michael Phenicie, seconded by Kathie Whitesell to approve the First Reading of the Board Policies and Administrative Regulations as listed on the agenda.</p> <p>Yerxa – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Whitesell –Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ACTION ITEM #181936	<p>Motion was made by Melissa Ortiz, seconded by Kathie Whitesell to approve the following consent agenda items:</p>

Board of Trustees Meeting  
September 17, 2018

	<ol style="list-style-type: none"> <li>1. August 20, 2018 Board Meeting Minutes</li> <li>2. August 28, 2018 Special Board Meeting Minutes</li> <li>3. August Payroll</li> <li>4. Personnel Assignment Order</li> <li>5. 2018-19 Stipend Report</li> <li>6. DnA Software Agreement</li> <li>7. Ryland School Business Services Contract for 2017-18 Budget Closeout</li> <li>8. School Services of California, Inc. Agreement for Executive Search</li> <li>9. 2018-19 Routine Restricted Maintenance Account Certification</li> <li>10. Resolution #2018-19.04 – GANN Limit</li> <li>11. Resolution #2018-19.05 – Education Protection Account</li> <li>12. 2017-18 Unaudited Actuals</li> </ol> <p>Yerxa – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Whitesell –Aye</p> <p>Vote: (4 Ayes, 1 Absent )</p>
ADJOURNMENT	The meeting adjourned at 5:30 PM.

Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant

APPROVED BY:



**Payroll Totals  
Consent Agenda  
October 15, 2018**

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Month of September, 2018

Issued 9/10/2018 (Supplemental):                      \$ 13,522.02  
Total paid:                      24

Issued 9/28/2018 (End of Month)                      \$ 862,159.79  
Total paid:                      188

September Payroll Total:                      \$ 875,681.81  
Total paid:                      212



**Personnel Assignment Order  
Consent Agenda  
October 15, 2018**

**Employment – Resignations – Retirement – Leaves – Transfers – Terminations**

**CERTIFICATED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Kim Turner	Tutoring/Credit Recovery Teacher		\$44.69	09/01/2018
Tina Lyons	Boys Tennis Coach		\$2,895	09/17/2018

***Resignations***

Tina Lyons	Girls JV Softball Coach		\$2,410	09/11/2018
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***Transfers/Reassignment***

**CLASSIFIED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Kristin Cain	Cafeteria I-EMS	Probationary	\$14.13	09/01/2018
Nick Reading	Golf Coach		\$2,895	09/05/2018
Daphne Garcia	ASES Student Helper-BPS		\$11.00	09/14/2018
Haidee Solis	ASES Student Helper-BPS		\$11.00	09/14/2018
Callie Barber	Director of Nutrition Services	Probationary	\$31.83	10/15/2018

***Resignations***

Theodora Cummins	Yard Duty-EMS		\$13.60	09/21/2018
Jack De Wit	8 <sup>th</sup> Grade Boys Basketball Coach		\$1755	09/27/2018
Johnie Sandidge	Utility Worker/Bus Driver		\$20.72	10/05/2018

***Transfers/Reassignment***

<u>Name</u>	<u>Type</u>	<u>Salary</u>	<u>Return Date</u>
<b><i>Leaves</i></b>			
Zeba Hone	Medical	\$31.47	09/04/2018
Lupe Villanueva	Medical	\$22.36	11/05/2018
Linda Fisher	Medical	\$20.72	01/13/2019

# COLUSA UNIFIED SCHOOL DISTRICT

TRUSTEES:  
MRS. KATHIE WHITESELL  
MRS. KELLI GRIFFITH-GARCIA  
MR. CHARLES YERXA  
MRS. MELISSA YERXA ORTIZ  
MR. MICHAEL PHENICIE

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

DWAYNE NEWMAN  
DISTRICT SUPERINTENDENT



## 2018-2019 Annual Credentialing Report

Contained herein is the credentialing/certificated staffing assignment report. The district shall obtain a teacher consent form for the assignments permitted under the California Education Code cited below.

The following assignments are allowed under Education Code §44263 allowing the holder of a teaching credential who has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.

Name	School	Credential Held	Assignment
Ashley Bolstad	EMS	Multiple Subject with Intro Math Authorization	Social Studies
Daniel Kalisuch	EMS	Single Subject with Intro Math Authorization & Business	Physical Education

The following assignments are allowed under Education Code §44865 (a) and (f) allowing staffing options for specific programs.

Name	School	Credential Held	Assignment
Lucille Imhoff	Hm Schl	Single Subject: Business (Life)	Home Teacher
Roberta James	Hm Schl	Elementary Multiple Subjects (Life)	Home Teacher
David Ramirez	Hm Schl	Single Subject: Foreign Language; Spanish	Home Teacher
Eric Lay	CAHS	Single Subject: Physical Education	Support
David Ramirez	CAHS	Single Subject: Foreign Language; Spanish	Support

The following assignments are allowed under Education Code Title 5 §80005 (b) allowing staffing for elective classes for which there isn't an authorization listed on the credential.

Name	School	Credential Held	Assignment
Vernon Badaluco	CHS	Preliminary Career Technical Education Teaching Credential: Business & Finance	ASB Student Council
Vernon Badaluco	CHS	Preliminary Career Technical Education Teaching Credential: Business & Finance	Intro Leadership
Samantha Brooks	CHS	Single Subject: English	Support



Rebecca Changus	CHS	Single Subject: English	Intro to Careers
Matthew Jessee	CHS	Single Subject: PE	Study Skills
Eric Lay	CHS	Single Subject: Physical Education	Support
Tina Lyons	CHS	Single Subject- Physical Education	Intro to Health & Nutrition
Rebecca Ramirez	CHS	Single Subject: Foreign Language; Spanish, BCLAD: Spanish, Introductory English	Support
Megan Zwald	CHS	Single Subject: Physical Education	Support
Jennifer Alaniz	EMS	Single Subject: English	Leadership
Stephanie Archibald	EMS	Single Subject: Foundational Science	Study Skills
Stephanie Archibald	EMS	Single Subject: Foundational Science	Language Intervention
Ashley Bolstad	EMS	Multiple Subject with Intro Math Authorization	Computer Program
Mary Colligan	EMS	Single Subject: Music	Study Skills
Ellen Hester	EMS	Single Subject: Introductory Mathematics	Study Skills
Daniel Kalisuch	EMS	Single Subject with Intro Math Authorization & Business	Tessellation Arts
Rachael Pastorino	EMS	Single Subject: Foundational Science	Study Skills
Kimberly Turner	EMS	Single Subject: English	Study Skills
Kimberly Turner	EMS	Single Subject: English	Biz World

The following are permits that are either granted or pending California Commission on Teacher Credentialing approval.

<b>Name</b>	<b>School</b>	<b>Credential Held</b>	<b>Assignment</b>
Vernon Badaluco	CHS	Temporary County Certificate: Crosscultural, Language and Academic Development Permit	Business
Nikole Burg	CHS	Temporary County Certificate: Crosscultural, Language and Academic Development Permit	Business
James Imhoff	BPS	Temporary County Certificate: Supplementary Authorization; PE	TK-3 PE
Chloe MacCullough	BPS	Crosscultural, Language and Academic Development Permit	Choir
Melissa Slocum	BPS	Pending Waiver: Reading Specialist	Reading Specialist
Lacey Brown	EMS	Internship: Multiple Subject Teaching Credential	6th Grade
Pam Kalisuch	EMS	Internship: Multiple Subject Teaching Credential	4th Grade

## **AGREEMENT for Challenge Day Program**

THIS AGREEMENT is effective **9/12/2018** by and between **Colusa Unified School District** (the "Client") and **CHALLENGE DAY** (the "Vendor"), a California 501(c)3 nonprofit corporation located at 2520 Stanwell Drive, Suite 160, Concord CA, 94520. For the purposes of this agreement Client shall mean all employees of Client, and Vendor shall mean all employees and subcontractors of Vendor.

Witnessed, that the Client and the Vendor for the consideration hereinafter named agree as follows:

### **Article 1: Statement of Services**

- A. Commencing on 12/4/2018 Vendor shall supply services, people and materials for the following:  
**See Attached List of Days, Addendum A**
- B. This agreement applies to all services performed by Vendor or on behalf of Vendor under this agreement, whether performed in anticipation of or following the execution of this agreement.

### **Article 2: Compensation for Services**

As full compensation for direct and indirect labor costs, overhead and profits, the Vendor shall be paid at the following rates for delivering the program, services and material ("Services") as contemplated by this agreement. Such rates shall only cover services that are performed by bona fide employees of the Vendor, or its subcontractors unless otherwise approved by Client's Representative.

- A. Rates for Services will be as follows:  
Client to Pay **\$3575** not including reimbursable expenses (outlined below) which will be invoiced separately.  
See attached Invoice #**15264** for details.
- Program(s) provided under this agreement are limited to a minimum of forty (40) and maximum of one hundred (100) student participants per day. Any breach of contract pertaining to student numbers will result in an additional charge. Client will be billed an additional sum of \$300 when there are more than 100 but less than 120 participating students. Students participants must be recruited from the contracted school (Client) only. Vendor reserves the right to cancel Program(s) without prior notice, according to terms of Cancellation and Termination article, if there are less or more than the agreed upon student participants.
- B. Expenses: Client will pay in advance (or reimburse Vendor) for necessary, reasonable and documented travel expenses actually incurred as follows:
- 1) Lodging: Standard hotel accommodations for two Challenge Day Leaders (Holiday Inn or equivalent). Vendor will arrange for lodging unless other terms are previously negotiated with Client. If Client is to arrange accommodations, hotel information and confirmation numbers are to be provided three (3) weeks prior to Challenge Day event. In the event the leaders must travel the morning following the last program day Vendor will arrange for lodging.
    - i. One room per leader.
    - ii. When feasible, Client to pay for lodging directly.
    - iii. Both Leaders must stay at same hotel.
  - 2) Ground Transportation: Ground transportation to Client's site.
    - i. Vendor has the option to provide transportation to the Client's location for the leaders. These option will be billed to the Client at \$0.56 cents per mile, round trip or rental car.
    - ii. Transportation to be arranged by Vendor.

### **Article 3: Limit of Expenditure**

The maximum expenditure authorized hereunder for any service, **Excluding** reimbursable expenses as indicated shall be **\$3575**.

#### Article 4: Invoicing & Payment

Below please find your payment schedule. Adhering to this payment schedule will confirm your requested Challenge Day(s).

- A. Client's requested days will not be confirmed until the 1st installment payment and an authorized Purchase Order for the full invoice amount has been received and credited to your school or organization's account by our administrative offices. All installments are welcomed as early as contracts are completed.
- B. If client's scheduled days are cancelled due to non-payment, client will be required to resubmit their request to host a future Challenge Day. Rescheduling days due to cancellation does not in any way guarantee the cancelled client precedence over other clients waiting for existing or future booking opportunities.
- C. Booking requests made within 90 days of the event date will be confirmed only if scheduling permits and if the contract is accompanied by no less than the 1st installment (and an approved Purchase Order for full invoice amount made payable no later than 30 days after the event.) Payment, Purchase Order and Contract are expected within 5 business days when booking within the 90 day period.
- D. Accounts that have not paid within 30 days of the program date and that have not submitted and received approval for a payment plan are subject to a .05% monthly finance charge. (6% annual finance charge).

Your requested program date is 12/4/2018.

Balance for program(s): **\$3575**

#### Schedule of Installments

Installment	Payment Due Date	Payment Amount	Balance Remaining
=====	=====	=====	=====
1st installment	10/5/2018	\$1787.5	\$1787.5
2nd installment	11/4/2018	\$1787.5	\$0

To expedite clarity on any questions, concerns, or issues that may arise regarding payments; please list the information requested below for any/all parties that may be involved in the payment process.

---

Department

---

Name

---

Title

---

Phone/Ext.

---

Email

#### Article 5: Personnel to Be Provided

Client's Representative, hereinafter referred to as the Coordinator, shall be present at each of the program days. The Coordinator shall be **Barbara Hankins** or such person or persons as may be designated by the Client.

Vendor must have phone contact regarding final logistics with Coordinator no later than 28 days prior to first scheduled program day. Vendor reserves the right to cancel if Coordinator or alternate Client Representative

cannot be reached, subject to the termination section below.

If Coordinator is not a school counselor, Client must also provide a counselor who will attend the entire program day(s) and coordinate any necessary follow-up support for youth participants.

In addition, Client must provide a minimum of one adult for every four (4) youth participants (e.g. 100 youth, 25 adults). If Client is unable to provide a 1 to 4 ratio of adults to student participants, the Client must reduce the number of student participants to meet the required ratio. Vendor reserves the right to cancel the program at the Client's expense if these conditions are not met.

**The Coordinator will:**

- A. Use the Challenge Day Coordinator's Handbook and other program materials, provided by Vendor to Client, as guides for coordinating participation and logistics for the program day(s).
- B. Act as primary contact with the Challenge Day office regarding all logistics for program day(s).
- C. Attend a phone meeting with Challenge Day Client Manager named below five (5) to six (6) weeks prior to first program day. The purpose of this meeting is to review the Challenge Day Coordinator's Handbook and all arrangements and logistics.
- D. Maintain weekly e-mail and/or phone contact with the Challenge Day Client Manager from six (6) weeks prior to first program day to one (1) week after the last program day.
- E. Take responsibility for ensuring that all personnel, facilities, tools and equipment are provided as written in this agreement and the Challenge Day Coordinator's Handbook.
- F. Be available to speak with Challenge Day staff the day prior to the first program day to review last-minute logistics.
- G. Attend each program day in its entirety and/or assign an alternate coordinator to attend each program day in its entirety. If an alternate coordinator is assigned, the alternate coordinator must agree to assume all coordinator responsibilities regarding event participants, logistics and personnel for that day.

**Article 6: Facilities to Be Provided**

**CHALLENGE DAY:** All work hereunder shall be performed on Client's premises or at sites designated by Client. Client to secure a private enclosed room large enough for the activities of the participants, including Adult Participants (50 x 50' minimum; 20' ceiling height). Private room is defined as one which will be free of interruptions for the duration of the program, where loud sounds such as cheering will not disturb occupants in adjoining rooms, any windows at or below eye level have been covered, and participants must be able to eat lunch in the same site of the program. Site must be confirmed three (3) weeks prior to the event(s).

**Article 7: Changes**

Client may, during the term of this agreement, request additions to the services furnished by the Vendor. Client reserves the right to cancel any scheduled services consistent with the terms of Cancellation and Termination article. Vendor shall not be obligated to make changes without its written acknowledgment of acceptance of such changes.

**Article 8: Cancellation And Termination**

- A. If Client schedules program days with Vendor and cancels ninety one (91) days or more prior to the scheduled date of program, no fee is due.
- B. If Client schedules program days with the Vendor and cancels sixty one (61) to ninety (90) days prior to the scheduled date of the program then Client will pay Vendor 1st installments for the days cancelled, plus any travel costs or fees incurred by the Vendor on behalf of the Client.
- C. If Client schedules program days with the Vendor and cancels sixty (60) days prior to the scheduled date of the program then Client will pay Vendor all installments for the days cancelled, plus any travel costs or fees incurred by the Vendor on behalf of the Client.

- D. Vendor must have phone contact regarding final logistics with Client's representative no later than 28 days prior to the first scheduled program day. Vendor reserves the right to cancel if Client cannot be reached, subject to Cancellation and Termination clauses B and C.
- E. If program days are canceled due to weather outside of listed items in Force Majeure Article, Client will pay Vendor any travel costs or fees incurred by the Vendor on behalf of the Client for the dates listed in **Addendum A**. If openings exist, program days may be rescheduled to a date or dates within one (1) calendar year from the original date(s). If the event is to be rescheduled Client will pay Vendor additional travel costs incurred for rescheduled event.
- F. Client may terminate this agreement at any time subject to the provisions of cancellation indicated above in clauses A through E.

#### **Article 9: Choice of Law**

The laws of the State of California shall govern this agreement and all transactions under it. Vendor agrees to submit to the jurisdiction of any court wherein an action is commenced against Client based on a claim for which Vendor has agreed to indemnify Client under this Agreement.

#### **Article 10: Entire Agreement**

The provisions of this agreement supersede all contemporaneous oral agreements and all prior oral and written communications (including the School Coordinator Program Packet) and understanding of the parties with respect to the subject matter of this Agreement. This agreement is the entire agreement between the parties.

#### **Article 11: Force Majeure**

Neither party shall be held responsible for any delay or failure in performance of any part of this Agreement to the extent such delay or failure is caused by fire, flood, strike, civil, governmental or military authority, or other similar causes beyond the control and without the fault or negligence of the delayed or non performing party or its subcontractors.

#### **Article 12: Insurance**

Vendor shall maintain in full force and effect, at its cost and expense, liability insurance in the aggregate amount of \$1,000,000.

#### **Article 13: Disputes**

Any controversy, dispute or claim arising out of or relating to the interpretation of this Agreement shall be subject to a thirty (30) day negotiation period between the parties in which key business people for the parties will, in good faith, attempt to resolve the matter.

#### **Article 14: Mediation and Arbitration**

If a dispute arises out of or relates to this Agreement, or its breach, and the parties have not been successful in resolving such dispute through negotiation, the parties agree to attempt to resolve the dispute through mediation by submitting the dispute to a sole mediator selected by the parties or, at any time at the option of either party, to mediation by the American Arbitration Association ("AAA"). If not thus resolved, it shall be referred to a sole arbitrator selected by the parties within thirty (30) days of the mediation or, in absence of such election, to final and binding arbitration by a sole arbitrator under the AAA Arbitration Rules ("Rules") in effect on the date of this Agreement. The mediation and arbitration, including arguments and briefs, shall be in the English language in the State of California, United States of America. The arbitrator may not limit, expand or otherwise modify the terms of this Agreement or award exemplary or punitive damages or attorney's fees. The arbitrator shall apply the substantive law of the State of California. The award shall be in United States dollars. Judgment upon the award rendered in the arbitration may be entered in any court

having jurisdiction thereof. Each party shall bear its own expenses (including attorney's fees) and an equal share of the expense of the mediator and arbitrator and the fees of the AAA. The parties and their representatives, other participants and the mediator and arbitrator shall hold the existence, content and result of the mediation and arbitration in confidence. Nothing in this clause shall be construed to preclude any party from seeking injunctive relief in order to protect its rights pending mediation or arbitration. A request by a party to a court for such injunctive relief shall not be deemed a waiver of the obligation to mediate or arbitrate.

#### **Article 15: Tools and Equipment**

Unless otherwise specifically provided for in this agreement, Vendor shall provide all tools and equipment ("equipment") for performance of this Agreement. Should the Vendor actually use any equipment owned or rented by Client, Vendor accepts the equipment "as is" and the Vendor shall have the risk of damage to such equipment as long as damage is sustained as a result of Vendor's actions. Vendor agrees not to remove the equipment from Client's premises, and to use equipment only for the services covered under this agreement. In addition to one chair per participant (chairs must be lightweight and without arms), Client must provide the equipment and supplies specified in the Challenge Day Coordinator's Handbook.

#### **Article 16: Timely Performance**

If Vendor has knowledge that anything prevents or threatens to prevent the timely performance of the Services under this Agreement, Vendor shall immediately notify Client thereof and include all relevant information concerning the delay or potential delay.

#### **Article 17: Title to Media / License to Use**

Receipt of materials supplied under this agreement represents acceptance of a license to use such materials for "in house" activities sponsored by Client solely for the benefit of Client's employees and students. Such rights are restricted to use by those employees who participate in the program to which the materials are related. License to use any documents and other tangible media of expression ("Training Media") furnished hereunder by Vendor to Client shall pass to Client on full payment of invoice for the services associated with such media. Client expressly agrees that it does not have the right to reproduce or sub-license such media.

#### **Article 18: Ownership of Programs**

Vendor's programs or related materials in any form including but not limited to written, video, audio or electronic reproductions, and shall obligate its employees, subcontractors and others working for it, to adhere to the same limitations, without written consent of Vendor. Client agrees to limit its use of programs and materials supplied by Vendor to "in house" activities sponsored by Client solely for the benefit of its employees and students.

#### **Article 19: Right to Use Ideas**

The ideas presented in the Vendor's programs may be used by Client and its employees, subcontractors and others working for Client without restriction. However, due to the nature of the exercises, which are protected under Federal copyright law, specific exercises, such as the Power Shuffle, may not be reproduced in any format.

#### **Article 20: No Result or Benefit**

The Vendor promises only to deliver the program and does not warrant or promise any result or benefit to Client or those participating.

**Article 21: Representations**

Vendor represents to Client that the services rendered by the Vendor will be performed in a manner consistent with highest professional standards in its field.

**Article 22: Indemnity**

- A. The Client shall indemnify and save harmless the Vendor, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Client, its employee and agencies in the performance by the Client of this Agreement.
- B. The Vendor shall indemnify and save harmless the Client, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Vendor, its employees and agencies in the performance by the Vendor of this Agreement.
- C. The above indemnifications shall survive the termination of this Agreement.

**Article 23: NonWaiver**

No agreement or failure of either party to strictly enforce any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition.

**Article 24: Severability**

If any portions of the provisions of this Agreement shall be invalid or unenforceable, such invalidity or unenforceability shall not invalidate or render unenforceable the entire Agreement, but rather the entire Agreement shall be construed as if not containing the particular invalid or unenforceable provisions or provision, and the rights and obligations of the Vendor and Client shall be construed and enforced accordingly.

**Article 25: Notices**

Any notice or demand which under the terms of this Agreement or under any statute must or may be given or made by Vendor or Client shall be in writing and shall be given or made by confirmed facsimile, or similar communication, or by certified mail, registered mail, or courier service addressed to the respective parties as follows:

For Colusa Unified School District:

Dwayne Newman  
745 10th Street  
Colusa, CA 95932

For Challenge Day:

Liu Su'a-Falevai  
Challenge Day  
2520 Stanwell Drive, Ste 160  
Concord, CA 94520  
Fax: 925-969-0256

The effective dates of such notice shall be (1) upon evidence of successful facsimile transmission, or (2) five days following the date mailed for certified or registered letters and two days following the date mailed for overnight letters (courier service), or (3) when delivered, if in person. The above addresses may be changed at any time by giving written notice as provided above.

**Article 26: Signatures**

By signing below, I agree to the articles of this Agreement and agree to provide support, personnel, facilities,

tools and equipment as written above. I attest that I am authorized to make agreements on behalf of Colusa High School:

Authorized Signature Name:

Dwayne Newman

Signature:

Dwayne K Newman

Date:

9/13/18

By signing below, I attest that I have read and agree to perform the responsibilities of Coordinator, as written above:

Coordinator Name: Barbara Hankins

Title:

Barbara Hankins / Retired School nurse

Signature:

Barbara Hankins

Date:

9/14/18

For Challenge Day:

Share Manager Name: Liu Su'a-Falevai

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Addendum A to Agreement for Challenge Day Program

[illegible]

## Dwayne Newman

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**From:** Barbara Hankins  
**Sent:** Monday, September 10, 2018 10:52 AM  
**To:** Dwayne Newman  
**Cc:** Rebecca Changus  
**Subject:** Challenge Day

Hello. I wanted to give you a heads up that the DO will be getting a contract from Challenge Day for their event at CHS on December 4<sup>th</sup>. I asked the CAPC for funding and they gave us \$4000. ☺ If the district sends them the invoice they will pay it.

Please let me know if you have any questions.

Thanks, Barb

Barbara Hankins, RN, PHN, BSN  
Special Education Nurse  
Colusa County Office of Education  
work: 530-473-1350 ext 10814  
cell: 530-329-5389

Confidentiality Notice: This communication and any documents, files, or previous email messages attached to it constitute an electronic communication within the scope of the Electronic Communications Privacy Act, 18 USCA 2510. This communication may contain non-public, confidential or legally privileged information intended for the sole use of the designated recipient/s. The unlawful interception, use or disclosure of such information is strictly prohibited under USCA 2511 and any applicable laws. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication and its attachments is strictly prohibited by applicable state and federal law. If you are not the intended recipient, please contact the sender by email and destroy all copies of the original message and attachments.



**James Marta & Company LLP**  
**Certified Public Accountants**

*Accounting, Auditing, Consulting, and Tax*

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September 11, 2018

Dwayne Newman  
Superintendent  
Colusa Unified School District  
745 Tenth Street  
Colusa, California 95932

We are pleased to confirm our understanding of the arrangements for our audit of the financial statements of Colusa Unified School District for the years ending June 30, 2019, 2020 and 2021.

This letter confirms the services you have asked our firm to perform and the terms under which we have agreed to do that work. Please read this letter carefully because it is important to both our firm and you that you understand what you can and cannot expect from our work. In other words, we want you to know the limitations of the services you have asked us to perform. If you are confused at all by this letter or believe we have misunderstood what you need, please call to discuss this letter before you sign it.

**Scope of Work**

You have requested that we audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Colusa Unified School District, as of June 30, 2018, and for the years then ended and the related notes to the financial statements, which collectively comprise Colusa Unified School District's basic financial statements and provide assistance with the preparation of the financial statements. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on each opinion unit.

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, the Schedule(s) of Revenues, Expenditures and Changes in Fund Balance-Budget (Non-GAAP) and Actual – General Fund, Schedule of Proportionate Share of Net Pension Liability and Schedule of Pension Contributions, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards, who considers it to be an essential part of the financial reporting for placing the basic financial statement in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the required supplementary information (RSI) in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the RSI.

Supplementary information other than RSI will accompany Colusa Unified School District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

Combining Balance Sheet – All Non-Major Funds

Combining Statement of Revenues, Expenditures and Changes in Fund Balances – All Non-Major Funds

Combining Statement of Changes in Assets and Liabilities – All Agency Funds

Organization

Schedule of Average Daily Attendance

Schedule of Instructional Time

Schedule of Expenditure of Federal Awards

Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

Schedule of Financial Trends and Analysis

Schedule of Charter Schools

Notes to Supplementary Information

### **The Objective of an Audit**

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards (GAAS) and will include tests of the accounting records and other procedures we consider necessary to enable us to express such opinions. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

### **General Audit Procedures**

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget's Compliance Supplement for Single Audits; and 2 CFR Section 200, Audits of States, Local Government, and Nonprofit Organizations. This audit shall include audit procedures recommended by the Education Audit Appeals Panel of the State of California as detailed in the latest edition of the Standards and Procedures for Audits of California K-12 Local Education Agencies. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement and are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of

America. As such, our audit will involve performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements and will include tests of the accounting records of Colusa Unified School District and other procedures we consider necessary. The procedures we determine necessary will depend on our “auditor’s” judgment and will be based, in part, on our assessment of the risks of material misstatement of the financial statements, whether due to fraud or error.

An audit also includes evaluating the appropriateness of accounting policies used, and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. If appropriate, our procedures will therefore include tests of documentary evidence that support the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of cash, investments, and certain other assets and liabilities by correspondence with creditors and financial institutions. As part of our audit process, we will request written representations from your attorneys, and they may bill you for responding. At the conclusion of our audit, we will also request certain written representations from you about the financial statements and related matters.

### **Internal Control Audit Procedures**

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk exists that some material misstatements (whether caused by errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations) may not be detected by our firm, even though our audit is properly planned and performed in accordance with GAAS, Government Auditing Standards, promulgated by the United States Comptroller General; the Office of Management and Budget’s Compliance Supplement for Single Audits; and 2 CFR Section 200, Audits of States, Local Government, and Nonprofit Organizations. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors that come to our attention, and we will inform you, or the appropriate level of management, of any fraudulent financial reporting or misappropriation of assets that comes to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

In making our risk assessments, we will consider internal controls relevant to the preparation and fair presentation of your entity’s financial statements in order to design audit procedures that are appropriate in the circumstances. However, our audit procedures are not designed for the purpose of expressing an opinion on the effectiveness of your entity’s internal control. We will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. Our responsibility as auditors is, of course, limited to the period covered by our audit and does not extend to any other periods.

### **Compliance with Laws and Regulations**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Colusa Unified School District’s compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the

objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

### **Management Responsibilities**

As part of our engagement, we may advise you about appropriate accounting principles and their application; however, management acknowledges and understands that the final responsibility for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America remains with you. As such, management is responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Other management responsibilities include maintaining adequate records, selecting and applying accounting principles, and safeguarding assets.

By your signature below, you also acknowledge that you are responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error. This responsibility includes having appropriate programs and controls in place to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the company that involves management, employees who have significant roles in internal control, and others where fraud could have a material impact on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the company received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the company complies with applicable laws and regulations. You agree that management will confirm its understanding of its responsibilities as defined in this letter to us in a management representation letter.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

Management's responsibilities also include designating qualified individuals with the skill, knowledge, and experience to be responsible and accountable for overseeing financial statement preparation, tax services, and any other nonattest services we perform as part of this engagement, as well as evaluating the adequacy and results of those services and accepting responsibility for them.

You further acknowledge and understand that management is responsible for providing us with access to all information management is aware of that is relevant to the preparation and fair presentation of the financial statements such as records, documentation and other matters; for the accuracy and completeness of the information that is provided to us; and for informing us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements. This responsibility also includes providing us with any additional information that we may request from management for the purpose of the audit; as well as allowing us unrestricted access to individuals within the organization from whom we may determine it necessary to obtain audit evidence, including access to your designated employees who will type all confirmations we request.

### **Reporting**

We expect to issue a written report upon completion of our audit of Colusa Unified School District's basic financial statements. Our report will be addressed to the board of directors of Colusa Unified School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph, and decline to express an opinion, or withdraw from the engagement.

We also will issue a written report on Internal Control over Financial Reporting and Compliance with Laws, Regulations and Provisions of Grants and Contracts, Compliance with State Laws and Regulations and Internal Control and Compliance for each Major Federal Program upon completion of our audit.

### **Other**

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

### **Provisions of Engagement Administration, Timing and Fees**

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

We expect to begin our audit in April 2019 and to complete and issue our report no later than December 15, 2019.

James Marta, CPA is the engagement partner for the audit services specified in this letter. His responsibilities include supervising James Marta & Company LLP's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our liability as auditors shall be limited to the period covered by our audit and shall not extend to later periods for which we are not engaged as auditors.

### **Record Retention**

It is our policy to keep records related to this engagement for 7 years. However, James Marta & Company LLP does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the 7 year period James Marta & Company LLP shall be free to destroy our records related to this engagement.

### **Fees**

Our fee for the audit will be \$16,900, \$17,400 and \$18,000 for 2019, 2020 and 2021. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year end audit fieldwork. Additional time and billing charges will incur if accounting service is provided for closing or reconciling accounting records.

Whenever possible, we will attempt to use your personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work. Our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

We agree to retain our audit documentation or work papers for a period of at least seven years from the date of our report.



At the conclusion of our audit engagement, we will communicate to the governing board the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of James Marta & Company LLP and constitutes confidential information. However, we may be requested to make certain audit documentation available pursuant to authority given to any regulator by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of James Marta & Company LLP's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to any regulator. They may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

### **Mediation Provision**

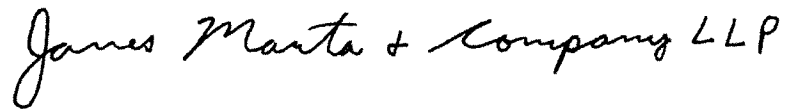
Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all defense costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

We have attached a copy of our latest external peer review report of our firm for your consideration and files.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. This letter will continue in effect until canceled by either party.

Respectfully,

A handwritten signature in black ink that reads "James Marta & Company LLP". The signature is written in a cursive, flowing style.

James Marta & Company LLP  
Certified Public Accountants  
Sacramento, California

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Colusa Unified School District

Authorized Signature: Dwayne K Newman  
Name: Dwayne K Newman  
Title: Superintendent  
Date: 9/20/18



**James Marta & Company LLP**  
**Certified Public Accountants**

*Accounting, Auditing, Consulting, and Tax*

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September 11, 2018

Dwayne Newman  
Superintendent  
Colusa Unified School District  
745 Tenth Street  
Colusa, California 95932

Re: Agreed-upon Procedures

Mr. Newman,

If you plan on exercising the 2018 option to the attached Agreed Upon Procedures engagement letter dated October 23, 2017, please sign and return this page.

We are looking forward to working with you on this engagement.

Very truly yours,

*James Marta & Company LLP*

James Marta & Company LLP  
Sacramento, California

**RESPONSE:**

We agree to exercise the 2018 option quote in the agreed upon procedures engagement letter dated October 23, 2017.

Acknowledged and agreed on behalf of Colusa Unified School District

Authorized Signature:

Name:

Title:

Date:

*Dwayne K Newman*  
*Dwayne K Newman*  
*Superintendent*  
*9/20/18*



**James Marta & Company LLP**  
**Certified Public Accountants**

*Accounting, Auditing, Consulting, and Tax*

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**Agreed Upon Procedures**

Sheryl Parker  
Chief Business Official  
Colusa Unified School District  
745 10<sup>th</sup> Street  
Colusa, California 95532

October 23, 2017

Re: Agreed-upon Procedures

This letter is to confirm and specify the terms of our engagement and to clarify the nature and extent of the services we will provide.

Our engagement to apply agreed-upon procedures will be performed in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures is solely the responsibility of the specified users of the report. Consequently, we make no representation regarding the sufficiency of the procedures either for the purpose for which this report has been requested or for any other purpose. If, for any reason, we are unable to complete the procedures, we will describe any restrictions on the performance of the procedures in our report, or will not issue a report as a result of this engagement.

Our engagement will be designed to perform the following agreed-upon procedures: Assist with the reconciliation of Long-term debt and conversion entries procedures agreed to between you and the final users.

Our engagement for these procedures is limited in scope and will be confined to our agreed-upon procedures. We have an engagement separate to the audit financial statements of Colusa Unified School District. This engagement is not an audit or a review.

The objectives of the engagement is to assist in the reconciliation of the long-term debt and calculation of the conversion entries from Governmental Fund Accounting to Government Wide Financial Statements.

Services to be provided:

1. Reconciliation of long-term debt. This involves rolling over the principal and interest payments and scheduling the payments, calculation of the Net Pension Liability, Deferred Inflows, Deferred Outflows and Pension Expense. It also involves adding any new debt to the schedule.
2. Assist in the preparation of conversion entries in compliance with GASB 34.

Management's Responsibilities:

Management will review the nature and methodology of the reconciliations and proposed conversion entries and take responsibility for these amounts calculated and recorded.

Auditor's Responsibilities:

The auditor will provide to management all schedules and review with management the adjustments related to this agreed upon procedures.

At the end of our engagement, we will present the results of applying the agreed-upon procedures in the form of: debt reconciliation schedules, fixed asset schedule and conversion entries.

David Becker is the engagement partner for the services specified in this letter. His responsibilities include supervising James Marta & Company's services performed as part of this engagement.

Our engagement cannot be relied upon to disclose errors, irregularities, or illegal acts, including fraud or defalcations that may exist. However, we will inform you of any such matters that come to our attention. We however, have a separate engagement to audit the financial statement of Colusa Unified School District and the limitation above does not impact the responsibilities in conjunction with that engagement.

By your signature below, you acknowledge that you are responsible for management decisions and functions. That responsibility includes designating qualified individuals with the necessary expertise to be responsible and accountable for overseeing all the services we perform (e.g., agreed-upon procedures, bookkeeping services, payroll services, tax services, prospective financial statements, profit-sharing plan services, etc.) as part of this engagement, as well as evaluating the adequacy and results of the services performed. You are responsible for establishing and maintaining internal controls, including monitoring ongoing activities.

Our fees for this work will be \$1,500 for June 30, 2017 and the district can opt to have our firm perform the work for fiscal year June 30, 2018 at the same rate. Payment for service is due when rendered, and interim billings may be submitted as work progresses and expenses are incurred. Billings become delinquent if not paid within 30 days of the invoice date.

It is our policy to keep records related to this engagement for seven years. However, James Marta & Company, LLP does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven-year period James Marta & Company, LLP shall be free to destroy our records related to this engagement.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Rules for Professional Accounting and Related Services Disputes before resorting to litigation. The costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the Rules for Professional Accounting and Related Services Disputes of the American Arbitration Association. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION.

If the preceding is in accordance with your understanding, please sign the enclosed copy of this letter and return it to us with your retainer in the envelope provided.

We are looking forward to working with you on this engagement.

Very truly yours,

*James Marta & Company LLP*

James Marta & Company LLP  
Sacramento, California

APPROVED AND AUTHORIZED:

*Sheryl Parker*  
Sheryl Parker  
Chief Business Official  
Colusa Unified School District  
October 23, 2017  
*Superintendent*



September 17, 2018

Colusa Unified School District  
745 10th Street  
Colusa, CA 95932

Re: Document Tracking Services

**INVOICE #6159810**

Pursuant to the licensing agreement between Colusa Unified School District and Document Tracking Services (DTS):

**Document Tracking Services**

Document Tracking Services [11/1/18 to 11/1/19]:	\$895
5 schools and District Personnel = 6 sites	
License Agreement includes up to 5 documents	
10% discount for 3-year license (original fee of \$995)	
Year 2 of 3	

**Total Balance Due: \$895**

**Please Make Checks Payable To: Document Tracking Services**

**Send to:**

Aaron Tarazon, Director  
Document Tracking Services  
10225 Barnes Canyon Road, Suite A200  
San Diego, CA 92121  
858-784-0967 - Phone  
858-587-4640 - Corporate Fax

Thank you!

A handwritten signature in black ink that reads "Dwayne Newman". The signature is written in a cursive, flowing style.

Approved Per Payment (Signature)

**Dwayne Newman, Superintendent**

Name/Role (Printed)



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

**July 1, 2018 TO September 30, 2018**

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

  x   No complaints have been received this quarter.

The following complaints have been received this quarter.

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

       Complaints have been received regarding insufficient instructional materials.

District Resolutions:

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

       Complaints have been received regarding insufficient textbooks.

District Resolutions:

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

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

District Resolutions:

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

       Complaints have been received regarding unqualified teachers.

District Resolutions:

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

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date