

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street

Colusa, CA 95932

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

AGENDA

Board of Trustees Regular Meeting DISTRICT OFFICE CONFERENCE ROOM

October 10, 2017

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 agendized for inclusion in the discussions at a future meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.

E. Reports:

1. Recognitions & Celebrations

2. President's Report

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

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

3. Superintendent's Report

a. Improving Achievement *(Standing Item)*

1. Official California Assessment of Student Performance & Progress Results
2. Discussion of Districtwide Assessment Systems

b. Budget Discussion

F. Information/Discussion/Possible Action Items:

1. Consider Approval of Bus Purchase
2. Colusa County Safe Routes to School Plan
3. Discussion of Burchfield Primary School Safety Staff Survey Results

4. Consider Approval of Warrants: Batch #10-13
5. Consider Approval of Agreement for Softball Fields with Colusa County Fair Board
6. Consider Approval of Additional District Office Staffing Hiring
7. Consider Approval of Board Policies & Administrative Regulations:
 - a. Second Reading & Possible Adoption of BP 0000 – Vision
 - b. Second Reading & Possible Adoption of BP 0100 – Philosophy
 - c. Second Reading & Possible Adoption of BP 2140 – Evaluation of the Superintendent
 - d. Second Reading & Possible Adoption of AR 4112.2 – Certification
 - e. Second Reading & Possible Adoption of AR 4112.61, 4212.61, 4312.61 – Employment References
 - f. Second Reading & Possible Adoption of BP 6161.1 & E 6161.1 – Selection & Evaluation of Instructional Materials
 - g. Second Reading & Possible Adoption of BP 7212 – Mello-Roos Districts
 - h. Second Reading & Possible Adoption of BB 9121 – President
 - i. Second Reading & Possible Adoption of BB 9220 – Governing Board Elections (Board Must Determine Procedures for Tie Votes)
 - j. Second Reading & Possible Adoption of BB 9230 – Orientation
 - k. Second Reading & Possible Adoption of BB 9400 – Board Self-Evaluation
 - l. Second Reading & Possible Adoption of BP 6146.1 – High School Graduation Requirements

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

1. September 12, 2017 Board Meeting Minutes
2. September 13, 2017 Special Board Meeting Minutes
3. September 26, 2017 – Special Board Meeting Minutes
4. September Payroll
5. Personnel Assignment Order
6. Memorandum of Understanding with California Educators Association
7. General Fund 01 Budget Revision
8. 2017-18 Shady Creek Agreement
9. Williams Quarterly Complaint Report
10. W.V. Alton for Multi-zone HVAC Unit at EMS
11. Climate Control for 2 Multi-zone HVAC units at EMS
12. Mitel Renewal Proposal
13. Document Tracking Services Agreement
14. B&J Concrete Contract for Ag Pavilion at Colusa High School Pending Career Technical Education Incentive Grant

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

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

1. Negotiations Pursuant to Government Code 54957.6
Agency Designated Representatives: Dwayne Newman, Superintendent; Sheryl Parker, Chief Business Official

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

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

J. Reconvene Open Session

K. Adjournment of the Meeting



Colusa Unified School District

***California Assessment of Student
Progress and Performance Results***

October 2017



Our Mission

...is to provide a
safe, student-
centered, high
quality education to
ALL students.



Our Vision

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



Our Philosophy about Assessment:

- Do the Right Work, the scores will follow.
- What is the Right Work?
 - Respect and value everyone
 - High quality instruction
 - Data-based decisions
 - Aligned curriculum
 - High expectations
 - Safe atmosphere
 - Continuous improvement
 - Fun!

How Do We Know Students Are Learning What We Teach?

- Evaluating what students know and are able to do takes place every day in our classrooms.
 - Classroom assignments
 - Quizzes
 - Tests
 - Individual or group projects
 - Teacher observation
 - Report cards
- Statewide tests are another measure of student learning that is consistent from school to school.

Information from Multiple Assessments Is Used to Improve Teaching and Learning

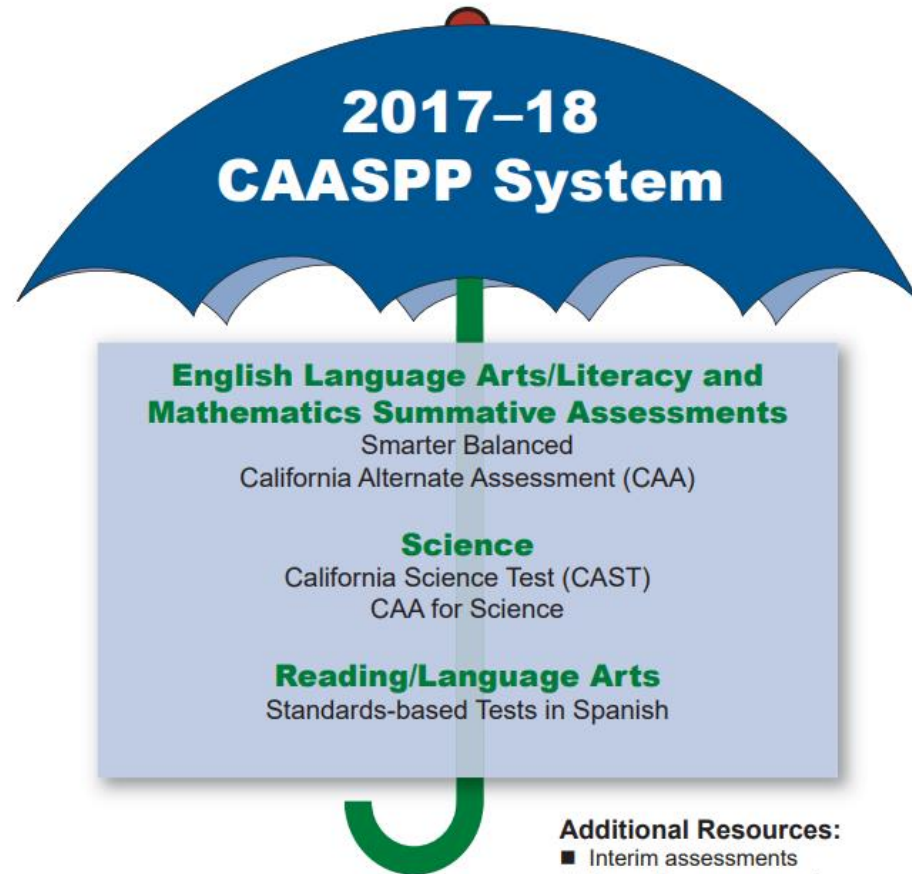
- Information from all the different types of assessments listed on the previous slide provides powerful information for teachers.
- Teachers have the information they need to:
 - Plan lessons that best meet the needs of their students.
 - Identify where students may need help.
 - Decide if students should be placed in special programs.

CAASPP Assessments

- Designed to help improve teaching and learning.
 - Provides information about student learning in the year the test is taken.
 - Identifies areas of support students may need in the following year.
- Measures student learning of the standards – grade level expectations in each tested subject.
- Students use a computer to complete the test.

2017–18 CAASPP System

California Assessment of Student Performance and Progress (CAASPP)



Additional Resources:

- Interim assessments
- Formative assessment processes (Digital Library)
- Grade two diagnostics (English language arts/literacy and mathematics)

What Tests Did Students Take?

- **Smarter Balanced Summative Assessments**
 - Administered at the end of the year in grades three through eight and eleven in English-language arts/literacy and mathematics
 - Include a variety of test questions
 - Multiple-choice
 - Short answer/long essay
 - Performance task
 - Adapts to the student
 - Answer correctly → harder question
 - Answer wrong → easier question

What Tests Did Students Take?, continued

- California Alternate Assessments (CAAs)
 - Designed for students with the most significant cognitive disabilities.
 - Must be specified in the student's Individualized Education Program (IEP).
 - Available in English-language arts/literacy, mathematics, and science (currently as a pilot test).
- California Science Test (CAST)
 - Under development (grades 5, 8, high school)
 - Spring 2017 – Pilot Test
 - Spring 2018 – Field Test
 - Spring 2019 – Operational Test

Overall Scores – 2 Subjects, 4 Levels

English Language Arts/Literacy – Mathematics



Subject Area Scores – 7 Areas, 3 Levels



► English Language Arts/Literacy



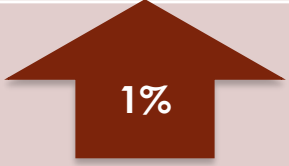
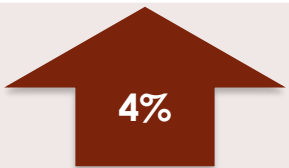
1. Reading
2. Writing
3. Listening
4. Research/Inquiry

► Mathematics

1. Concepts & Procedures
2. Problem Solving and Modeling & Data Analysis
3. Communicating Reasoning


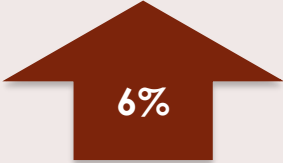
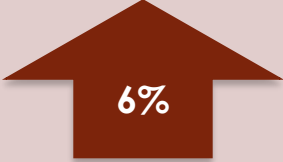

How Did Our Students Perform?

English-Language Arts/Literacy by Grade

Grade	Percent Meeting or Exceeding Standards	Compared to Last Year	CUSD Scores Compared to State Avg.
3	40%	 8%	9% Below
4	25%	 6%	20% Below
5	33%	 1%	14% Below
6	37%	 4%	10% Below

How Did Our Students Perform?

English-Language Arts/Literacy by Grade

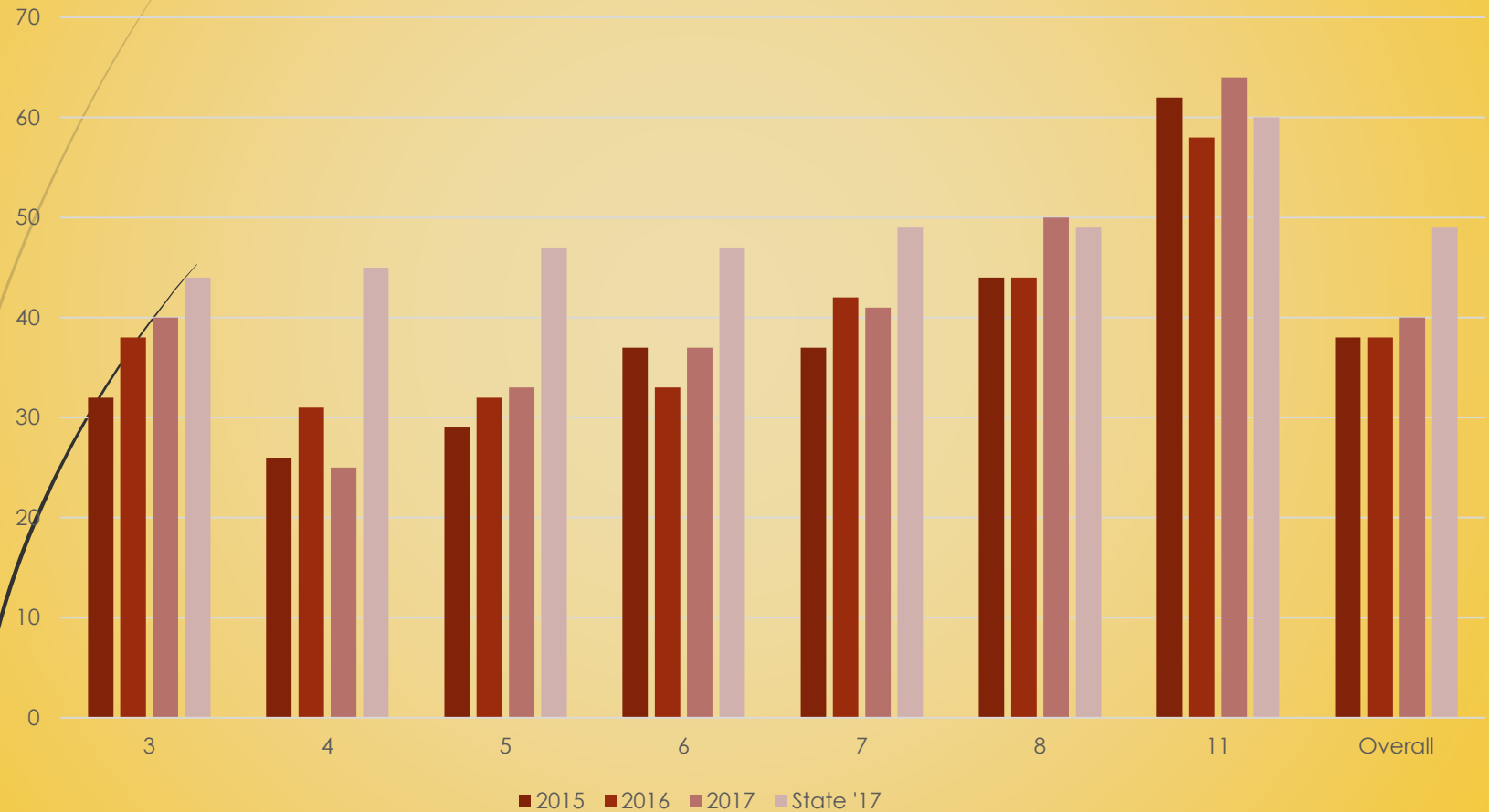
Grade	Percent Meeting or Exceeding Standards	Compared to Last Year	CUSD Compared to State Avg.
7	41%	 1%	8% Below
8	50%	 6%	1% Below
11	64%	 6%	4% Below
All	40%	 2%	9% Below

How Did Our Students Perform?

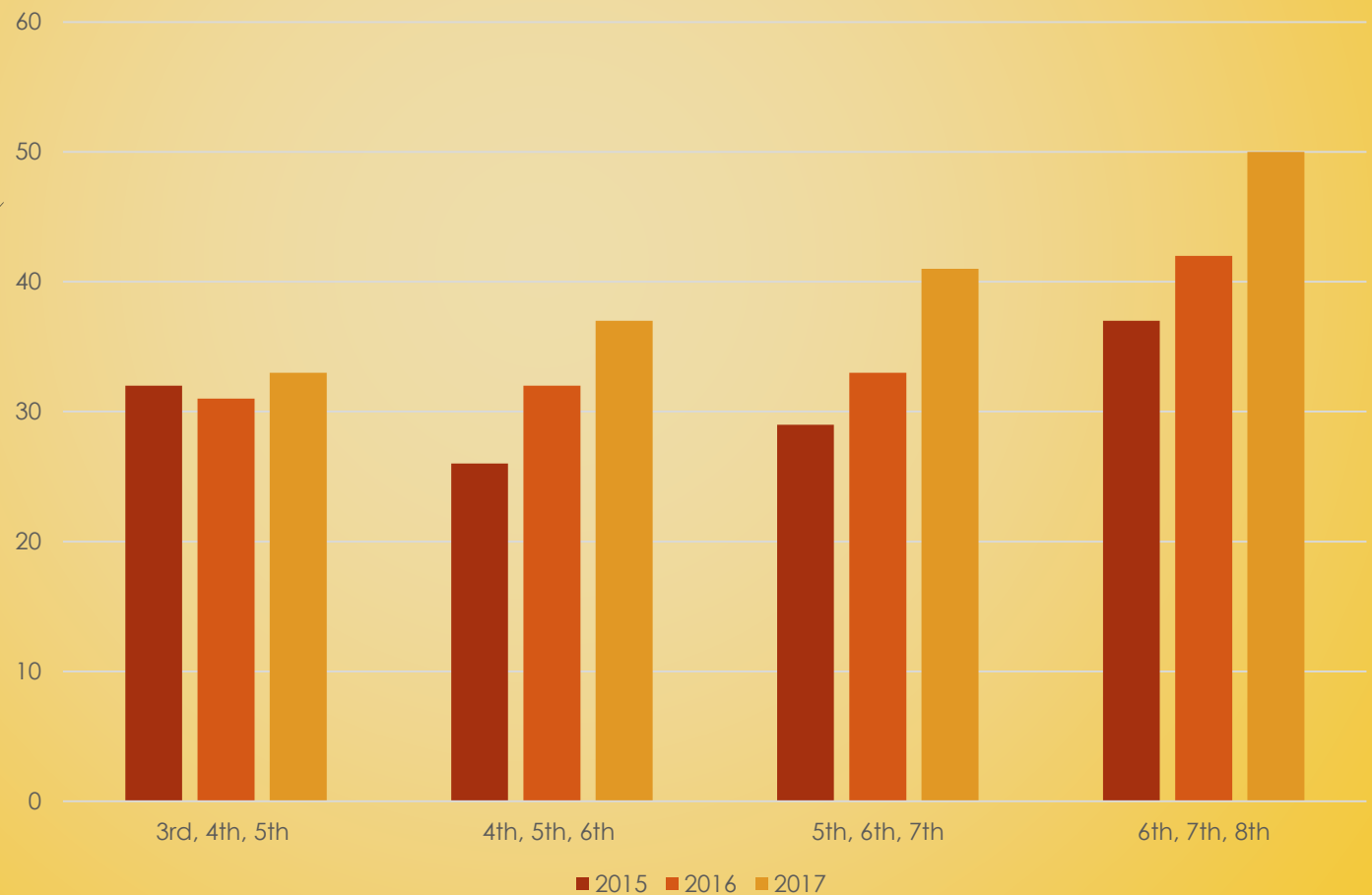
English-Language Arts/Literacy by Area

Area	Percent Near or Above Standard	Compared to Last Year
Reading	56%	↓ 4%
Writing	57%	↑ 2%
Listening	73%	↓ 5%
Research/Inquiry	70%	↓ 4%

ELA SBAC Score Trends







ELA SBAC Cohort Group Trends



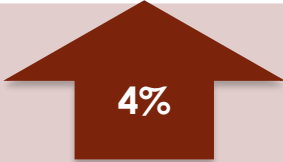

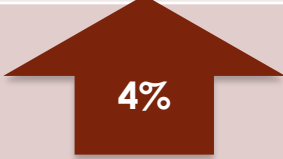
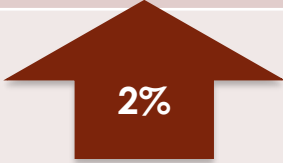
How Did Our Students Perform?

Mathematics by Grade

Grade	Percent Meeting or Exceeding Standards	Compared to Last Year	CUSD Compared to State Avg.
3	48%	 2%	1% Below
4	38%	 9%	2% Below
5	19%	 1%	15% Below
6	19%	 0%	18% Below

How Did Our Students Perform?

Mathematics by Grade

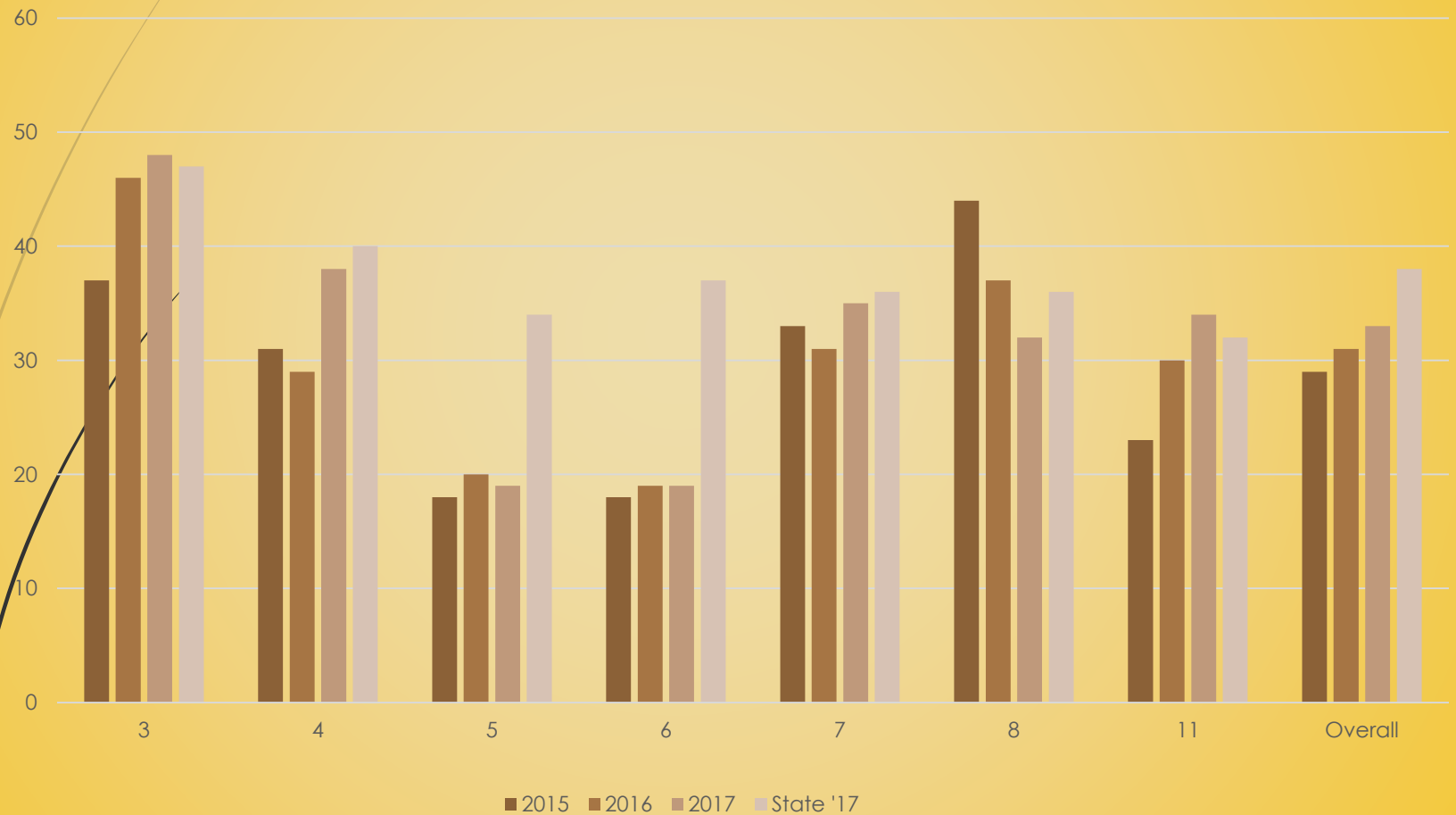
Grade	Percent Meeting or Exceeding Standards	Compared to Last Year	CUSD Compared to State Avg.
7	35%	 4%	1% Below
8	32%	 5%	2% Below
11	34%	 4%	2% Below
All	33%	 2%	5% Below

How Did Our Students Perform?

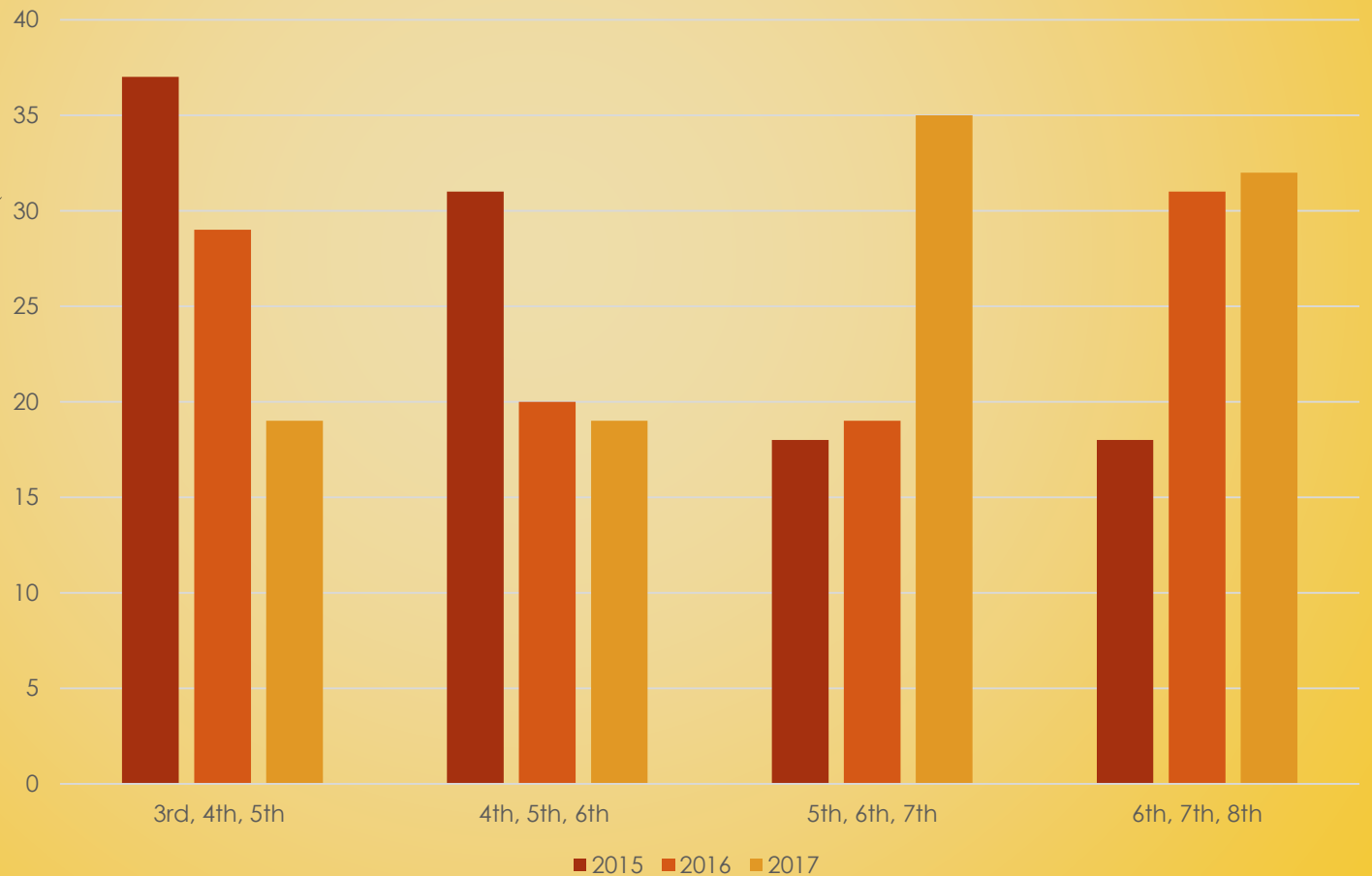
Mathematics by Area

Area	Percent Near or Above Standard	Compared to Last Year
Concepts & Procedures	51%	0%
Problem Solving and Modeling & Data Analysis	59%	0%
Communicating Reasoning	55%	10%

Math SBAC Score Trends



Math Cohort Group Trends



Are we closing gaps?

Comparisons of Group Performance

Gap Area	% Difference between Groups 2017	State Gap 2017	CUSD Gap Change since 2015
Free & Reduce Lunch (ELA)	18%	33%	14%
Free & Reduce Lunch (Math)	15%	33%	12%
Hispanic / White Students (ELA)	22%	27%	5%
Hispanic / White Students (Math)	20%	28%	8%

When Will I Get Information About How My Child Did on These Tests?

- All students who took the tests will receive a Student Score Report either in the U.S. mail or sent home with your child.
- For more information about your child's Student Score Report, see:
 - [Understanding the CAASPP Student Score Report Video](#)
 - <https://www.youtube.com/watch?v=PoxPJtFbBKE>
 - [Guide to Understanding the CAASPP Student Score Report](#)
 - <http://www.cde.ca.gov/ta/tg/ca/caasppsreports.asp>

Our Job:

Supporting Your Child's Success

- Your child's teacher is the best place to start if you have any concerns.

How You Can Help Support Your Child's Success

- Monitor your child's completion and performance on homework, classroom assignments, quizzes and tests.
- Talk to your child's teacher regularly about his or her progress.
- Ask your child's teacher:
 - Where is my child doing well?
 - Where might my child need some extra support?
 - How can I help support my child at home to make sure he/she is successful?

How You Can Help

Support Your Child's Success, continued

- Read with your child daily (younger children) and make sure they have a quiet place for doing their homework (older children).
- Make sure your child knows the test is only one way that their teacher gets information about what they know and that they should try their best because the tests are important.

How Can I Learn More About the Tests My Child is Taking?

Parent Guide to Understanding

- Smarter Balanced Summative Assessments
- California Alternate Assessments
 - English-Language Arts/Literacy and Mathematics
 - Science
- California Science Test
- Sample test questions for each grade can also be viewed at www.testscoreguide.org.
- Take a Practice Test with your child at home.
 - https://login7.cloud1.tds.airast.org/student/V173/Pages/LoginShell.aspx?c=California_PT

Where Can I See More Results?

- Results for any school or school district in California can be found online at:
 - <http://caaspp.cde.ca.gov/sb2016/Search>
- Need Help?
 - Access the **Quick Reference Guides** that are also available online at:
 - <http://www.cde.ca.gov/ta/tg/ca/caasppqrg.asp>



THANK YOU

Assessment: an introduction and discussion of current practice

COLUSA UNIFIED SCHOOL DISTRICT

SEPTEMBER 2017

Our Goals for Today

1. LEARN ABOUT BEST PRACTICES / CURRENT RESEARCH ON EFFECTIVE ASSESSMENT.
2. DETERMINE WHAT, IF ANY, STEPS CUSD SHOULD TAKE TO IMPROVE OUR SYSTEM OF ASSESSMENTS.

Looking Back vs. Looking Forward

Public Education

Purpose

Valued Skills

Participation

Teacher

Student

Assessment

Past

Ranking Students

Memorization

Voluntary

Source

Passive

Summative

Present

Educating All

**Conceptualization /
Communication**

Mandatory

Facilitator

Engaged

Formative and Summative

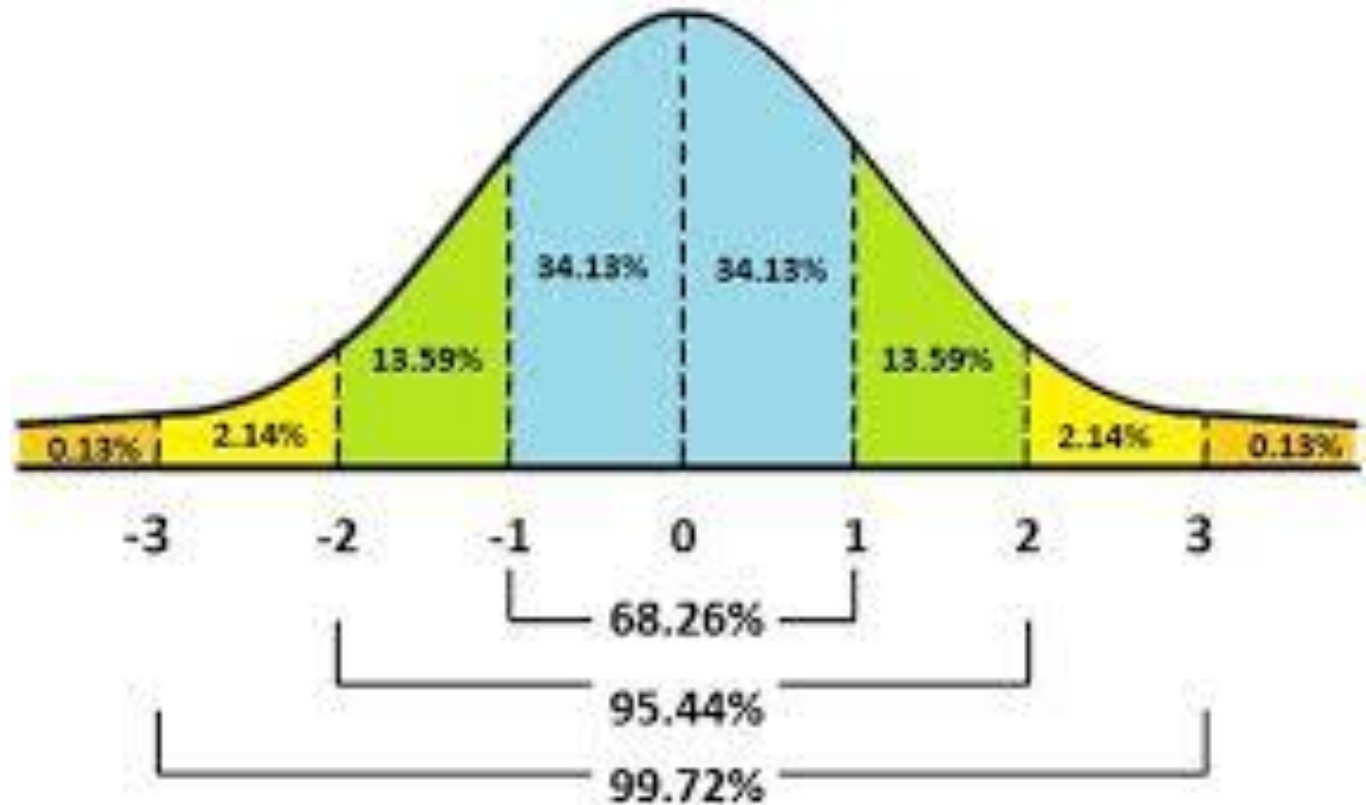
Formative vs. Summative



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Criterion Referenced vs. Norm Referenced

MULTIPLICATION TABLE			
1x	2x	3x	4x
1x1=1 2x1=2 3x1=3 4x1=4 5x1=5 6x1=6 7x1=7 8x1=8 9x1=9 10x1=10 11x1=11 12x1=12	1x2=2 2x2=4 3x2=6 4x2=8 5x2=10 6x2=12 7x2=14 8x2=16 9x2=18 10x2=20 11x2=22 12x2=24	1x3=3 2x3=6 3x3=9 4x3=12 5x3=15 6x3=18 7x3=21 8x3=24 9x3=27 10x3=30 11x3=33 12x3=36	1x4=4 2x4=8 3x4=12 4x4=16 5x4=20 6x4=24 7x4=28 8x4=32 9x4=36 10x4=40 11x4=44 12x4=48
5x	6x	7x	8x
1x5=5 2x5=10 3x5=15 4x5=20 5x5=25 6x5=30 7x5=35 8x5=40 9x5=45 10x5=50 11x5=55 12x5=60	1x6=6 2x6=12 3x6=18 4x6=24 5x6=30 6x6=36 7x6=42 8x6=48 9x6=54 10x6=60 11x6=66 12x6=72	1x7=7 2x7=14 3x7=21 4x7=28 5x7=35 6x7=42 7x7=49 8x7=56 9x7=63 10x7=70 11x7=77 12x7=84	1x8=8 2x8=16 3x8=24 4x8=32 5x8=40 6x8=48 7x8=56 8x8=64 9x8=72 10x8=80 11x8=88 12x8=96
9x	10x	11x	12x
1x9=9 2x9=18 3x9=27 4x9=36 5x9=45 6x9=54 7x9=63 8x9=72 9x9=81 10x9=90 11x9=99 12x9=108	1x10=10 2x10=20 3x10=30 4x10=40 5x10=50 6x10=60 7x10=70 8x10=80 9x10=90 10x10=100 11x10=110 12x10=120	1x11=11 2x11=22 3x11=33 4x11=44 5x11=55 6x11=66 7x11=77 8x11=88 9x11=99 10x11=110 11x11=121 12x11=132	1x12=12 2x12=24 3x12=36 4x12=48 5x12=60 6x12=72 7x12=84 8x12=96 9x12=108 10x12=120 11x12=132 12x12=144



Deeper Look at Traditional Classroom Assessment

Averaging

Zero Grades

Frequency



Averaging

	Take Off	Landing	Navigation	Emergency	
Scores	70	75	90	89	= 81%

Scores	24	100	100	100	= 81%
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Zero Grades

	Take Off	Landing	Navigation	Emergency	
Scores	0	100	100	100	= 75%

Is it logical to presume that someone knows absolutely nothing about the topic?

Takeoff Speed for a fully loaded (571,000 lb) Airbus A340 is

- a) 60 mph
- b) 120 mph
- c) 180 mph
- d) 640 mph

Frequency

What is a “fair” number of grades in the gradebook?
Which are the right ones to include in the gradebook?

Scores 24% 50% 75% 100% 100% 100% 100% 100% 100%

More on Standardized Testing

Teaching to the Test
Tree Climbing Fish
Motivation
Snapshot effect

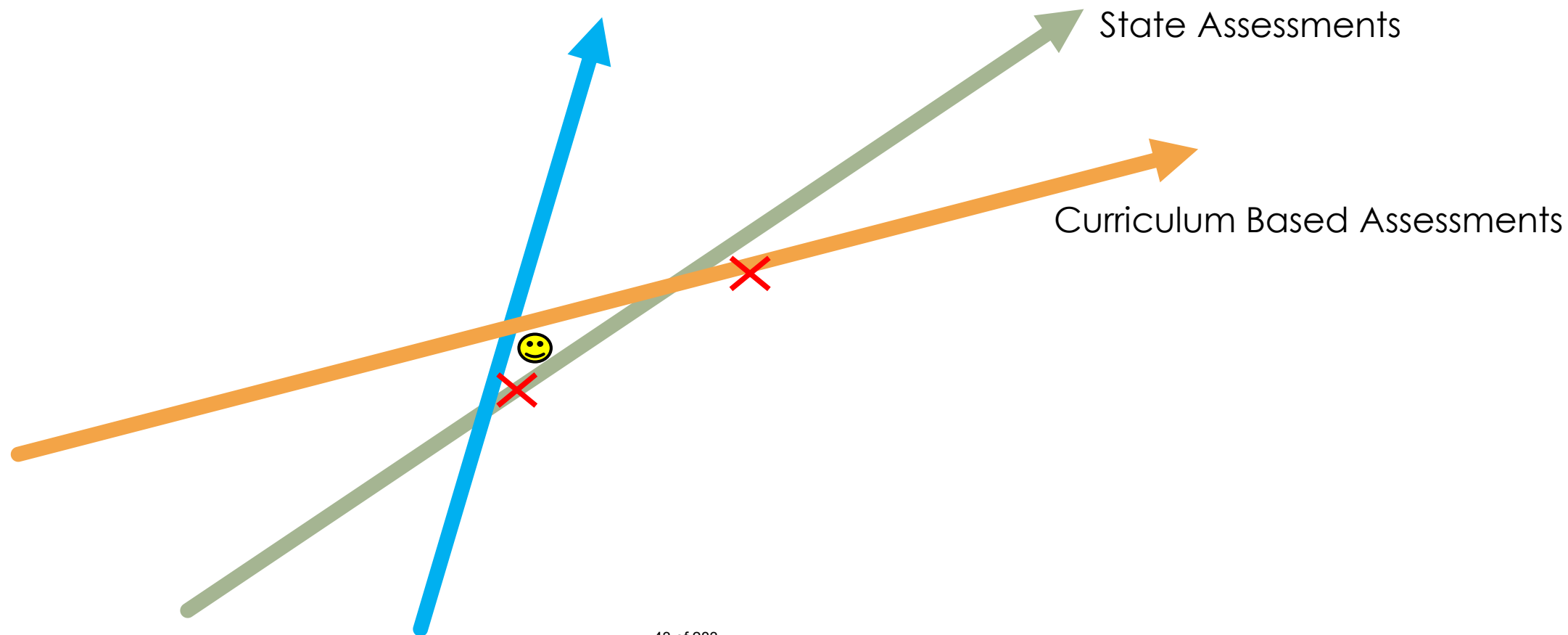
Accountability
Accuracy & Precision
Objectivity
Ease of Use

Triangulation

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Current Assessment Processes & Tools

COLUSA HIGH
EGLING MIDDLE
BURCHFIELD PRIMARY

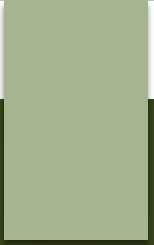
As we listen

Accountability – How is it communicated to parents? How easy is it for parents to Understand?

Accuracy / Precision – Does the assessment give us both?

Objectivity – is the assessment fair? Free of bias?

Ease of Use – how are results used to change Achievement?



“ What, if any, steps should CUSD take to improve our system of assessments? ”

What is it we are looking to improve?

Formative Assessment Systems

- ▶ NWEA MAP : <https://www.nwea.org/>
- ▶ iReady:
<https://www.curriculumassociates.com/products/iready/diagnostic-instruction.aspx>
- ▶ PERFORMANCE SERIES:
<http://www.scantron.com/software/districtwide-assessment/performance-series/overview>
- ▶ TERRANOVA3: <http://terranova3.com/>



Thank You!

Multi-Year Projection Summary - October 10, 2017

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 ACTUALS	17/18 BUDGET	18/19 BUDGET	19/20 BUDGET	20/21 BUDGET	21/22 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,101,675	13,565,300	14,096,329	14,451,777	14,813,071	15,183,398
TOTAL FEDERAL REVENUE	514,766	554,244	418,802	359,281	296,545	296,545	296,545	296,545
TOTAL STATE REVENUE	1,015,848	2,109,700	1,541,213	1,857,786	1,317,786	1,317,786	1,317,786	1,317,786
TOTAL LOCAL REVENUES	387,830	388,312	640,600	207,592	187,592	187,592	187,592	187,592
TOTAL REVENUES	12,793,104	15,450,014	15,702,290	15,989,959	15,898,252	16,253,700	16,614,994	16,985,321
EXPENDITURES								
TOTAL CERTIFICATED	5,939,658	6,468,062	6,364,096	6,362,055	6,403,184	6,449,966	6,512,366	6,575,389
TOTAL CLASSIFIED	1,847,681	2,047,601	2,129,828	2,298,261	2,331,102	2,355,623	2,375,339	2,400,252
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,229,247</u>	<u>3,495,535</u>	<u>3,756,732</u>	<u>3,955,514</u>	<u>4,109,283</u>	<u>4,139,581</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,723,171	12,155,851	12,491,019	12,761,103	12,996,988	13,115,223
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	790,480	799,422	700,000	700,000	700,000	700,000
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,409,654	1,475,421	1,192,411	1,212,411	1,232,411	1,252,411
BUDGET FOR EXPENDITURES FROM SPECIAL RESERVE					40,000	185,000	40,000	110,000
TOTAL CAPITAL OUTLAY	56,177	402,140	636,702	714,461				
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	1,002,669	1,074,246	1,090,000	1,110,000	1,130,000	1,150,000
TOTAL EXPENDITURES	12,939,926	14,962,856	15,562,676	16,219,401	15,513,430	15,968,514	16,099,399	16,327,634
TOTAL REVENUES LESS EXPENDITURES	-146,822	487,158	139,614	-229,442	384,822	285,186	515,596	657,688
<i>Notes to Rev Less Exp Line above</i>		\$441,014 will carryover to be spent 16-17	Exp budget from 15-16 Income \$441,014	Exp budget from 16-17 Income College Readiness \$69K Plus Prop 39 \$33K=\$102K				
GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,688,330	1,827,944	1,598,502	1,983,324	2,268,510	2,784,106
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	139,614	-229,442	384,822	285,186	515,596	657,688
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-140,000	-180,000	-220,000	-120,000	-165,000	-145,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	1,532,980	1,657,594	1,388,152	1,732,974	2,118,160	2,588,756	3,266,443
% UNDISTRIBUTED RESERVE	9.28%	10.25%	10.65%	8.56%	11.17%	13.26%	16.08%	20.01%
5% UNDISTRIBUTED RESERVE IS	646,996	748,143	778,134	810,970	775,671	798,426	804,970	816,382
AMOUNT ABOVE (-BELOW) 5%	554,176	784,837	879,460	577,182	957,303	1,319,734	1,783,786	2,450,062
Percent of Budget for Personnel (includes SELPA)	84.3%	81.4%	78.0%	81.6%	87.5%	86.9%	87.7%	87.4%
TOTAL ADA	1386.33	1404.81	1402.99	1413.00	1413.00	1413.00	1413.00	1413.00
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,338	\$ 9,600	\$ 9,976	\$ 10,228	\$ 10,483	\$ 10,746
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,397,756	\$ 13,101,675	\$ 13,565,300	\$ 14,096,329	\$ 14,451,777	\$ 14,813,071	\$ 15,183,398
Dollar Increase over Prior Year for LCFF Funding	\$ 1,057,310	\$ 1,523,096	\$ 703,919	\$ 463,625	\$ 531,029	\$ 355,448	\$ 361,294	\$ 370,327
% Increase over Prior Year LCFF Funding	10.77%	14.01%	5.68%	3.54%	3.91%	2.52%	2.50%	2.50%
	8.88% STRS	10.73% STRS	12.58% STRS	14.43% STRS	16.28% STRS	18.13% STRS	19.10% STRS	20.1% STRS
	11.7% PERS	11.847% PERS	13.888% PERS	15.531% PERS	18.1% PERS	20.8% PERS	23.8% PERS	25.2% PERS
<i>Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated</i>								
	Min. Wage \$9	Min. Wage \$10	Min. Wage \$10.50	Min. Wage \$11	Min. Wage \$12	Min. Wage \$13	Min. Wage \$14	Min. Wage \$15

Colusa County Safe Routes to School Plan

September 2017 Administrative Draft



Acknowledgments

Colusa County

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1. Introduction

Colusa County and its five school districts encourage safe access and active transportation to school. The purpose of this report is:

1. To identify potential infrastructure projects and education and encouragement programs that could improve student safety and support walking and biking to school.
2. To identify and promote suggested walking and biking routes for students and parents to and from school.
3. To prepare a grant-ready document for school and County staff to use as funding becomes available.

This report describes existing challenges and presents recommendations to improve bicyclist & pedestrian safety and access to fourteen Colusa County schools, organized by school district:

Colusa Unified School District

- ◆ Burchfield Primary
- ◆ Egling Middle
- ◆ Colusa High

Maxwell Unified School District

- ◆ Maxwell Elementary/Middle
- ◆ Maxwell High

Pierce Joint Unified School District

- ◆ Arbuckle Elementary
- ◆ Grand Island Elementary
- ◆ Lloyd Johnson Junior High
- ◆ Pierce High

Princeton Joint Unified School District

- ◆ Princeton Elementary/Junior High
- ◆ Princeton High

Williams Unified School District

- ◆ Williams Elementary
- ◆ Williams Upper/Middle/High

What is Safe Routes to School?

Safe Routes to School is a program designed to create safer, convenient and fun opportunities to walk, bicycle, take transit, and carpool to school. This program is intended to be a collaborative effort with participation from the County, school districts, law enforcement, parents and the community.

Successful Safe Routes to School programs incorporate the following Five E's:

- ◆ **Engineering** includes physical features such as bicycle facilities, bicycle parking, sidewalks, and crosswalks, as well as signage and maintenance.
- ◆ **Education** programs improve safety and awareness for people bicycling, walking, and driving. These may be delivered in schools as pedestrian or bicycle knowledge and skills programs, or provided at low or no cost through non-profit and community organizations.
- ◆ **Encouragement** programs such as suggested routes to school maps and events such as Walk or Bike to Work and School Day reward current walkers and bicyclists and motivate more people to try walking or bicycling.
- ◆ **Enforcement** programs reinforce legal and respectful driving, bicycling, and walking to make walking and bicycling families feel more secure.
- ◆ **Evaluation** programs provide a method for monitoring improvements and informing future investments.

Benefits of Safe Routes to School

This project is an important opportunity to identify ways to improve walking and biking access to schools for students and their families across Colusa County. This will benefit Colusa County in a number of ways:

- ◆ Reducing the number of cars on the road during the morning commute to school makes transportation safer for children and improves air quality.
- ◆ Walking or riding a bike or scooter to school is good exercise, improves fitness, and has been demonstrated to positively impact school performance.
- ◆ Walking or biking to school promotes community and enables students to become more familiar with navigation of their school neighborhood.
- ◆ Students who are responsible for getting themselves to school have lower rates of tardiness, and develop a sense of independence and confidence.
- ◆ The use of fossil fuels is one of the leading contributors to global warming; an increased use of active forms of transportation helps our planet.

Community Participation

The Colusa community played a key role in understanding the existing conditions and developing the recommendations contained in this report. Through a variety of venues, the community was able to share concerns and possible solutions.

Walk & Bike Audits

Walking and biking audits were held at all fourteen schools in Colusa County. Each school district conducted extensive outreach with both the school communities and community at-large before the walking and biking audits in their area; flyers were distributed to parents, notices were posted on the project website, and a listserv of interested stakeholders was emailed prior to each audit.

Online Outreach and Input

The project team built a website for the project (www.colusacountysaferoutes.org) containing information on upcoming walking audits, relevant planning documents, and opportunities for stakeholders to be notified of new developments.

How to Use This Report

For each school within this report, potential engineering recommendations are presented in graphic improvement plans with accompanying tables that identify the agency intended to implement the recommendation. Some recommendations are on school district property, while other recommendations in County or City right-of-way must be implemented by the respective agency.

Parents can use this report to understand the conditions at their children's school and to become familiar with the ways the Safe Routes program can work to make walking and biking safer and easier.

School District and School staff can use this report to prioritize potential improvements identified on District property and develop programs that educate and encourage students and parents to seek alternatives to single family automobile commutes to school. In many cases, education and encouragement programs require dedicated parent volunteers to carry them out.

City and County staff can use this report to identify issues and opportunities related to walking and biking and to prioritize potential short-term and long-term infrastructure improvements. Staff can also use this report to support Safe Routes to School funding opportunities.

Law Enforcement agencies can use this report to understand issues related to walking and biking to school and to plan for and prioritize enforcement activities that may make it easier and safer for students to walk and bike to school.

Resources

Sacramento Area Council of Governments Complete Streets Resource Toolkit:

<http://www.sacog.org/complete-streets/toolkit/START.html>

Caltrans Safe Routes to School Information:

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

California Safe Routes to School Technical Assistance Resource Center:

<http://www.casaferoutestoschool.org/>

California Safe Routes to School State Network:

<http://www.saferoutespartnership.org/state/srts-in-your-state/california>

National Center for Safe Routes to School:

<http://www.saferoutesinfo.org/>

Report Organization

This report includes the following sections:

- ◆ **Introduction** outlines the content and purpose of this Safe Routes to School report
- ◆ **School Engineering Recommendations** describes improvements to the built environment around each school, organized by district
- ◆ **Recommended Programs** includes a list of education, encouragement, enforcement, and evaluation programs to improve the walking and bicycling environment near Colusa County schools

In addition, an engineering toolkit is provided in Appendix A that includes design and implementation guidance for bicycle and pedestrian facilities.

2. Recommended Engineering Improvements

The following chapter presents engineering improvements in school areas for each of the thirteen project schools. The recommendations are based on community, School District, and County staff input gathered through:

- ◆ Walk audits at each school (October-November 2016)
- ◆ Comments submitted through the project website (<http://colusacountysaferoutes.org/>)
- ◆ Previously identified challenges submitted by community members, County staff and Technical Advisory Committee members

Each school section functions independently, though many contain recommendations from other schools whose recommended improvements overlap. Each school section contains a short description of the school environment, followed by a table listing reported or observed challenges and recommended improvements with priority for implementation. The table is followed by a school improvement plan and a suggested route to school map. Further descriptions of the engineering improvements are listed in **Appendix A: Engineering Toolkit**.

Recommendations are presented by school, and organized by school district.

Colusa Unified School District

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Maxwell Unified School District

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Maxwell High.....	2-16

Pierce Joint Unified School District

Arbuckle Elementary	2-18
Grand Island Elementary	2-23
Lloyd Johnson Junior High.....	2-24
Pierce High.....	2-28

Princeton Joint Unified School District

Princeton Elementary School	2-31
Princeton High.....	2-34

Williams Unified School District

Williams Elementary	2-37
Williams Upper Elementary and Junior/Senior High.....	2-40

Burchfield Primary

Principal: Clair Toth
Grades: K-3
Number of Students: 482 students
Arrival: Kindergarten – 8:13 AM
Grades 1-3 – 8:13 AM
Departure: Kindergarten – 12:30 PM
Grades 1-3 – 2:15 PM
Wednesdays – 1:45 PM



School Layout

Burchfield Primary is located on Fremont Avenue in central Colusa. Fremont Street is a major east-west route with two vehicle lanes and bike lanes. The loading zones for the school are in the parking lot off of Fremont Avenue and along Lafayette Street. There are uncontrolled crosswalks on Lafayette Street and Fremont Street at 4th Street. Crosswalk warning signs are installed for the uncontrolled crossings, but the crosswalks are not ADA-compliant.

There are two morning and two afternoon buses that serve Burchfield Primary School.

Crossing Guards

There are no crossing guards posted at Burchfield Primary School.

Related Projects

None.

Audit

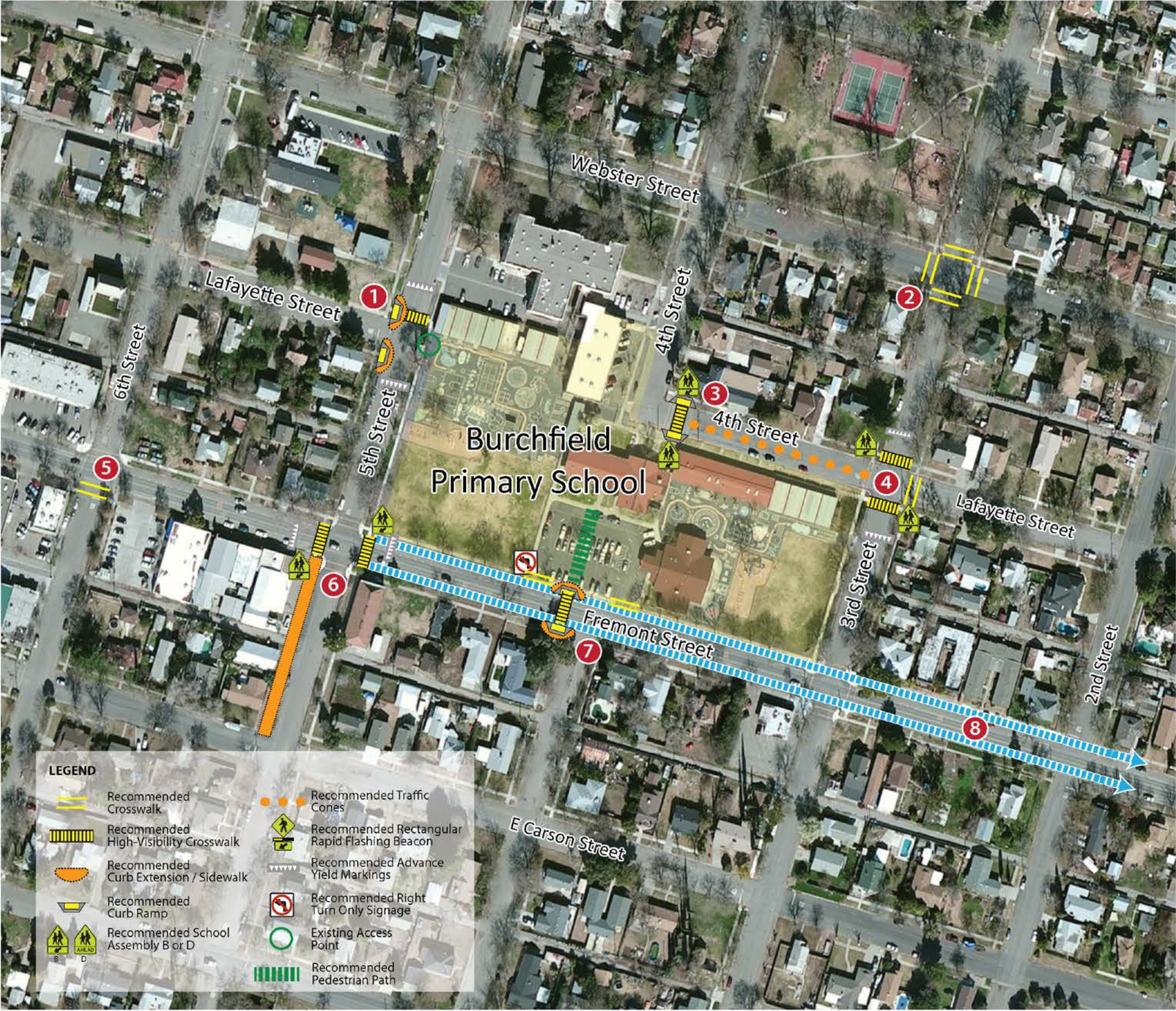
The audit took place on the morning of November 16, 2016. There were five attendees at the audit, including representatives from the City, Burchfield Primary, the school district, and the community. Participants observed conditions at various locations around the school. Afterward, participants reconvened to discuss their observations and potential improvements.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. 5 th Street at Lafayette Street	◆ Crosswalk is not high visibility.	◆ Upgrade existing crosswalk to a yellow high visibility crosswalk at the existing Rectangular Rapid Flashing Beacon.	◆ City	◆ Short
	◆ Vehicles do not yield to pedestrians in the crosswalk.	◆ Install advanced yield markings and curb extensions and curb ramps.	◆ City	◆ Short
2. Webster Street at 3 rd Street	◆ No crossing is provided for students accessing the school from the north.	◆ Install yellow transverse crosswalks on all legs.	◆ City	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
3. 4 th Street	◆ Crosswalk is not high visibility. No crosswalk signage exists, either advance warning or at the crosswalk.	◆ Upgrade existing crosswalk to yellow high visibility crosswalk with school crossing Assembly B signage and install curb ramps on north and south side.	◆ City	◆ Short
	◆ Parents make U-turns after dropping off students.	◆ Set up cones during morning drop-off and afternoon pick-up to prevent U-turns.	◆ School	◆ Short
4. 3 rd Street at Lafayette Street	◆ Crosswalks are not high visibility. No crosswalk signage exists, either advance warning or at the crosswalk.	◆ Install high visibility crosswalks on north and south legs with advance yield markings and school crossing Assembly B signage.	◆ City	◆ Short
	◆ There is no crosswalk on east leg of intersection.	◆ Install yellow transverse crosswalk on east leg.	◆ City	◆ Short
5. 6 th Street at Fremont Street	◆ There is no crosswalk on south leg of intersection.	◆ Install yellow transverse crosswalk on south leg.	◆ City	◆ Short
6. 5 th Street at Fremont Street	◆ Crosswalks are not high visibility. Signs are no longer MUTCD compliant.	◆ Install high visibility crosswalks and advance yield markings on east and west legs with school crossing Assembly B signage.	◆ City	◆ Short
	◆ Students walk in the street.	◆ Install sidewalk on west side of 5th Street from Fremont Street to E Carson Street.	◆ City	◆ Medium
7. Fremont Street at School Entrance	◆ There is backup in the parking lot as parents wait to turn left.	◆ Install right turn only signage exiting parking lot during drop-off and pick-up times.	◆ School	◆ Short
	◆ Crosswalk is not high visibility.	◆ Upgrade existing crosswalk on Fremont Street at the Rectangular Rapid Flashing Beacon to high visibility crosswalk.	◆ City	◆ Short
	◆ Students waiting in the bike lane and behind parked cars to cross street.	◆ Install curb extensions and curb ramps on north and south sides of Fremont Street.	◆ City	◆ Long
	◆ Parents in cars are not yielding to families crossing at driveways.	◆ Install crosswalks across school parking lot driveways.	◆ School	◆ Short
	◆ Students weave between cars to access school.	◆ Install crosswalk/ pedestrian path from crosswalk into school campus through the parking lot.	◆ School	◆ Short
8. Fremont Street from 1 st Street to 5 th Street	◆ Paint for the bike lanes is faded.	◆ Re-stripe existing Class II Bike Lanes.	◆ City	◆ Short

Figure 2-1: Burchfield Primary School Improvement Plan



**Burchfield Primary School,
Colusa, CA**
Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 5th Street / Lafayette Street**
 - Upgrade existing crosswalk to a yellow high visibility crosswalk at the existing Rectangular Rapid Flashing Beacon
 - Install advanced yield markings
 - Install curb extensions and curb ramps on east side of 5th Street
- 2 Webster Street / 3rd Street**
 - Install yellow transverse crosswalks on all legs
- 3 4th Street**
 - Upgrade existing crosswalk to yellow high visibility crosswalk with school crossing Assembly B signage and install curb ramps on north and south side
 - Set up cones during morning drop-off and afternoon pick-up to prevent U-turns
- 4 3rd Street / Lafayette Street**
 - Install high visibility crosswalks on north and south legs with advance yield markings and school crossing Assembly B signage
 - Install yellow transverse crosswalk on east leg
- 5 6th Street / Fremont Street**
 - Install yellow transverse crosswalk on south leg
- 6 5th Street / Fremont Street**
 - Install high visibility crosswalks and advance yield markings on east and west legs with school crossing Assembly B signage
 - Install sidewalk on west side of 5th Street from Fremont Street to E Carson Street
- 7 Fremont Street at School Entrance**
 - Install right turn only signage exiting parking lot during drop-off and pick-up times
 - Upgrade existing crosswalk on Fremont Street at the Rectangular Rapid Flashing Beacon to high visibility crosswalk
 - Install curb extensions and curb ramps on north and south sides of Fremont Street
 - Install crosswalks across school parking lot driveways
 - Install crosswalk/pedestrian path from crosswalk into school campus through the parking lot
- 8 Fremont Street from First Street to 5th Street**
 - Re-stripe existing Class II Bike Lanes

Improvements not to scale

0 200 ft



Egling Middle

Principal: Jody Johnston
Grades: 4-8
Number of Students: 508 students
Arrival: Grades 4-6 – 8:13 AM
Grades 7-8 – 8:10 AM
Departure: Grades 4-6 – 2:30 PM
Grades 7-8 – 2:45 PM
Wednesday 4-6 – 2:00 PM
Wednesday 7-8 – 2:15 PM



School Layout

Egling Middle School is located on Webster Street in central Colusa. The loading zones are located on Webster Street near 8th Street and in a separate loading zone adjacent to Webster Street and the parking lot. There are uncontrolled crosswalks on Webster Street at 8th Street and at the 9th Street pedestrian pathway located at the northwest side of the school. Crosswalk warning signs were installed at these crossings, but the crosswalks are not ADA-compliant.

Bicycle parking is located on Webster Street at the 9th Street pedestrian pathway. Bicycle lanes are not present on any roadways that provide direct access to the school. Fremont Street has bike lanes installed, but there is no direct access to the school from this roadway.

There are two morning and two afternoon buses that serve Egling Middle School.

Crossing Guards

There are no crossing guards posted at Egling Middle School.

Related Projects

None.

Audit

The audit took place on the morning of November 16, 2016. The audit participants included representatives from the City, Egling Middle, and the community. Participants observed conditions at various locations around the school. Afterward, participants reconvened to discuss their observations and potential improvements.

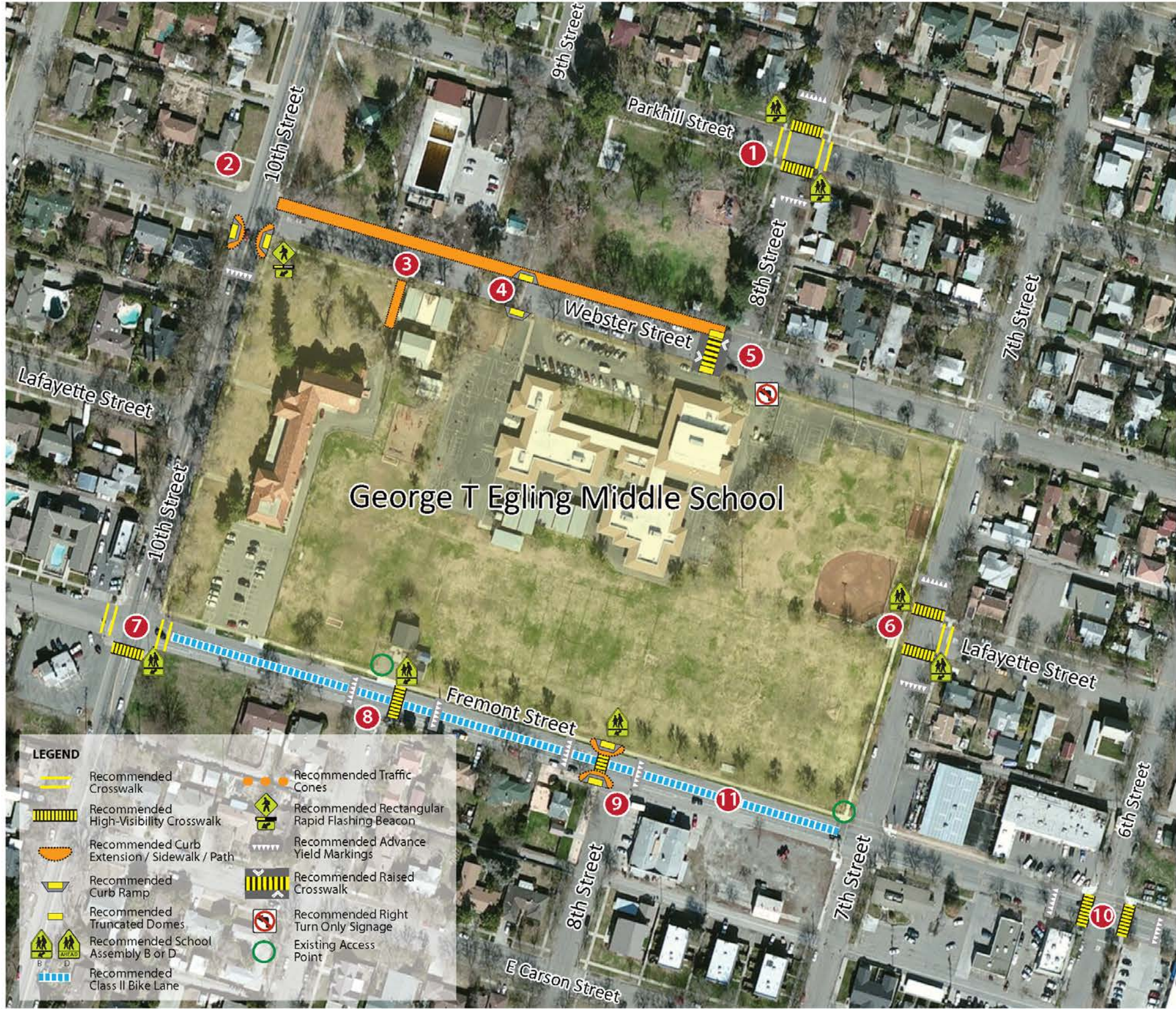
Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. 8 th Street at Parkhill Street	◆ There is no crosswalk on east and west legs of intersection.	◆ Install crosswalks on east and west legs.	◆ City	◆ Short
	◆ Crosswalks on north and south legs of intersection are not high visibility.	◆ Install high visibility crosswalks with advance yield markings and school crossing Assembly B signage on north and south legs.	◆ City	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
2. 10 th Street at Webster Street	◆ Cars do not yield to people crossing.	◆ Install Rectangular Rapid Flashing Beacon, curb extensions, and advance yield markings on south leg at existing high visibility crosswalk.	◆ City	◆ Medium
3. Webster Street School Frontage	◆ Students walk in the street.	◆ Install sidewalk on north side of Webster Street from 10 th Street to 8 th Street.	◆ City	◆ Medium
	◆ Students cut through grass/dirt to access school.	◆ Install accessible path to school buildings on school campus.	◆ School	◆ Medium
4. Webster Street at Existing Crosswalks	◆ Crosswalks are duplicative.	◆ Remove the existing crosswalk to the west.	◆ City	◆ Medium
	◆ Crosswalks are not ADA-compliant.	◆ Install curb ramps at the existing crosswalk to the east.	◆ City	◆ Medium
5. 8 th Street at Webster Street	◆ Many students cross Webster Street at this location.	◆ Install raised crosswalk and truncated domes at existing crosswalk on west leg of intersection.	◆ City	◆ Long
	◆ There is backup in the parking lot as parents wait to turn left.	◆ Install right turn only signage for drop-off and pick-up hours at the driveway exit.	◆ School	◆ Short
6. 7 th Street at Lafayette Street	◆ Crosswalks on north and south legs of intersection are not high visibility.	◆ Install high visibility crosswalk with advance yield markings and school crossing Assembly B on north and south legs.	◆ City	◆ Short
	◆ There is no crosswalk on east leg of intersection.	◆ Install yellow transverse crosswalk at east leg.	◆ City	◆ Short
7. 10 th Street at Fremont Street	◆ There is no crosswalks on east, south, and west legs of intersection.	◆ Install high visibility crosswalk and school crossing Assembly B on south leg.	◆ City	◆ Short
	◆ More students travel east-west across 10 th Street than north-south on Fremont Street.	◆ Install yellow transverse crosswalks on east and west legs.	◆ City	◆ Short
8. 9 th Street at Fremont Street	◆ Crosswalk is not high visibility.	◆ Upgrade existing crosswalk on Fremont Street to high visibility crosswalk with advance yield markings and school crossing Assembly B signage.	◆ City	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
9. 8 th Street at Fremont Street	◆ Crosswalk is not high visibility.	◆ Upgrade existing crosswalk on Fremont Street to high visibility crosswalk with advance yield markings, curb ramps, and school crossing Assembly B signage.	◆ City	◆ Short
	◆ It was reported that some people driving do not yield to pedestrians crossing at this location.	◆ Consider installing Rectangular Rapid Flashing Beacon.	◆ City	◆ Medium
10. 6 th Street at Fremont Street	◆ Crosswalks are not high visibility.	◆ Upgrade existing crosswalks on Fremont Street to high visibility crosswalks with advance yield markings and school crossing Assembly B signage.	◆ City	◆ Short
11. Fremont Street between 7 th Street and 10 th Street	◆ Paint for the bike lanes is faded.	◆ Restripe existing Class II Bike Lane.	◆ City	◆ Short

Figure 2-2: Egling Middle School Improvement Plan



Egling Middle School, Colusa, CA Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 8th Street / Parkhill Street**
 - Install crosswalks on east and west legs
 - Install high visibility crosswalks with advance yield markings and school crossing Assembly B signage on north and south legs
- 10th Street / Webster Street**
 - Install Rectangular Rapid Flashing Beacon, curb extensions, and advance yield markings on south leg at existing high visibility crosswalk
- Webster Street School Frontage**
 - Install sidewalk on north side of Webster Street from 10th Street to 8th Street.
 - Install accessible path to school buildings on school campus.
- Webster Street at Existing Crosswalks**
 - Remove the existing crosswalk to the west
 - Install curb ramps at the existing crosswalk to the east
- 8th Street / Webster Street**
 - Install raised crosswalk and truncated domes at existing crosswalk on west leg of intersection
 - Install right turn only signage for drop-off and pick-up hours at the driveway exit
- 7th Street / Lafayette Street**
 - Install high visibility crosswalk with advance yield markings and school crossing Assembly B on north and south legs
 - Install yellow transverse crosswalk at east leg
- 10th Street / Fremont Street**
 - Install high visibility crosswalk and school crossing Assembly B on south leg
 - Install yellow transverse crosswalks on east and west legs
- 9th Street / Fremont Street**
 - Upgrade existing crosswalk on Fremont Street to high visibility crosswalk with advance yield markings and school crossing Assembly B signage
- 8th Street / Fremont Street**
 - Upgrade existing crosswalk on Fremont Street to high visibility crosswalk with advance yield markings, curb extensions, and school crossing Assembly B signage
 - Consider installing Rectangular Rapid Flashing Beacon
- 6th Street / Fremont Street**
 - Upgrade existing crosswalks on Fremont Street to high visibility crosswalks with advance yield markings and school crossing Assembly B signage
- Fremont Street between 7th Street and 10th Street**
 - Restripe existing Class II Bike Lane

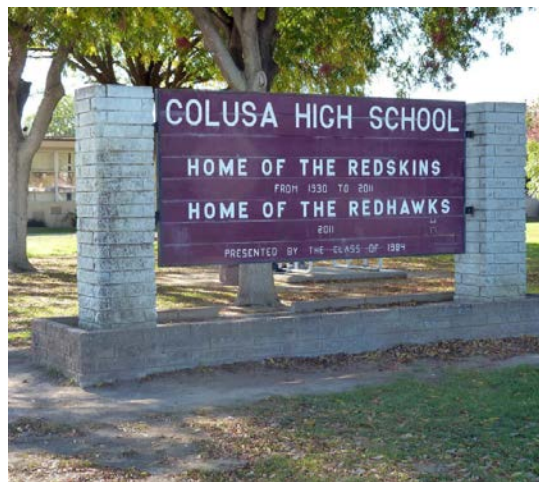
Improvements not to scale

0 200 ft



Colusa High

Principal: Darren Brown
 Grades: 9-12
 Number of Students: 371 students
 Arrival: Grades 9-12 – 8:10 AM
 Departure: Grades 9-12 – 3:10 PM
 Wednesday – 2:10 PM



School Layout

Colusa High School is located on Colusa Avenue in southwest Colusa. Direct access to the school is only available from Colusa Avenue. Staff and student vehicle parking is available in the parking lot or along Colusa Avenue in front of the school.

There are no bicycle or pedestrian facilities leading to the school such as crosswalks, sidewalks, or bike lanes. Students who walk to school walk in the roadway.

Crossing Guards

No crossing guards are posted at Colusa High School.

Related Projects

None.

Audit

The audit took place on the afternoon of November 16, 2016. Audit participants observed conditions at various locations around the school. Afterward, participants reconvened to discuss their observations and potential improvements.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. 8 th Street at Sioc Street	◆ There are no ADA-compliant curb ramps.	◆ Install curb ramps at all four corners.	◆ City	◆ Short
	◆ Crosswalk paint is faded.	◆ Restripe existing crosswalks on all four legs.	◆ City	◆ Short
	◆ There is no sidewalk.	◆ Install sidewalk on east side, south of Sioc Street to connect to the existing sidewalk.	◆ City	◆ Medium
2. 8 th Street between Ware Avenue and Fremont Street	◆ Students ride bicycles to school without bicycle facilities.	◆ Consider Class II Bike Lane to connect from the high school to the existing bike lane on Fremont Street.	◆ City	◆ Medium

Location	Challenge	Improvement	Jurisdiction	Timeframe
3. 8 th Street at Harris Street	◆ There are no ADA-compliant curb ramps.	◆ Install curb ramps on north and east legs of intersection.	◆ City	◆ Short
	◆ Crosswalk on 8 th Street is not high visibility.	◆ Upgrade existing crosswalk on 8th Street to high visibility crosswalk with advance yield markings and school crossing Assembly B signage.	◆ City	◆ Short
	◆ Crosswalk paint on Harris Street is faded.	◆ Restripe existing crosswalk on Harris Street.	◆ City	◆ Short
4. 8 th Street at Ware Avenue	◆ There are no ADA-compliant curb ramps.	◆ Install curb extensions and curb ramps on north and south corners.	◆ City	◆ Short
	◆ Crosswalk paint on Ware Avenue is faded.	◆ Restripe existing crosswalk on Ware Avenue.	◆ City	◆ Short
5. 8 th Street to Ware Avenue	◆ Students walk and bike in the street with no facilities.	◆ Install 5ft sidewalk and 5ft Class II Bike Lane from school campus to Ware Avenue.	◆ City	◆ Short
6. School Parking Lot	◆ There are no crosswalks or ADA-compliant curb ramps at driveways.	◆ Install crosswalks and curb ramps at driveway entrance and exit.	◆ School	◆ Short
7. Colusa Avenue	◆ There are no bike lanes in front of school.	◆ Consider installing Class II Bike Lane between the sidewalk and existing parking spaces to connect to path heading north.	◆ City	◆ Short
8. Will S Green Avenue at Colusa Avenue	◆ There is no crosswalk on Colus Avenue.	◆ Install crosswalk on Colusa Avenue.	◆ City	◆ Medium

Figure 2-3: Colusa High School Improvement Plan



Colusa High School, Colusa, CA
Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 8th Street / Sioc Street**
 - Install curb ramps at all four corners
 - Restripe existing crosswalks on all four legs
 - Install sidewalk on east side, south of Sioc Street to connect to the existing sidewalk
- 2 8th Street between Ware Avenue and Fremont Street**
 - Consider Class II Bike Lane to connect from the high school to the existing bike lane on Fremont Street
- 3 8th Street / Harris Street**
 - Install curb ramps on north and east legs of intersection
 - Upgrade existing crosswalk on 8th Street to high visibility crosswalk with advance yield markings and school crossing Assembly B signage
 - Restripe existing crosswalk on Harris Street
- 4 8th Street / Ware Avenue**
 - Install curb extensions and curb ramps on north and south corners
 - Restripe existing crosswalk on Ware Avenue
- 5 8th Street to Ware Avenue**
 - Install 5ft sidewalk and 5ft Class II Bike Lane from school campus to Ware Avenue
- 6 School Parking Lot**
 - Install crosswalks and curb ramps at driveway entrance and exit
- 7 Colus Avenue**
 - Consider installing Class II Bike Lane between the sidewalk and existing parking spaces to connect to path heading north
- 8 Will S Green Avenue / Colus Avenue**
 - Install crosswalk on Colus Avenue



Maxwell Elementary/Middle

Principal: Staci deWit
Grades: K-8
Number of Students: 227 students
Arrival: Kinder – 8:25 AM
Grades 1-5 – 8:25 AM
Grades 6-8 – 8:15 AM
Departure: Kinder – 1:20 PM
Grades 1-5 – 2:55 PM
Grades 6-8 – 3:10 PM
Wednesdays – 1:28 PM



School Layout

Maxwell is an unincorporated community in Colusa County, and has a population of around 1,100. It is an agricultural community near the Sacramento River. Interstate 5 runs alongside Maxwell, and Old Highway 99 runs through town. The Elementary/Middle School is on the north side of town. It experiences neighborhood-speed traffic.

Crossing Guards

There is one crossing guard located at a mid-block crosswalk which connects the unpaved parking lot to the front of the school. The crossing guard is a school district employee, and is on duty for morning drop-off and afternoon dismissal. She reported that drivers generally heed her directions, though many drive too fast for a school zone.

Related Projects

There are no related projects of note.

Audit

The audit took place on the morning and afternoon of November 29, 2016. There were seven attendees at the morning audit, including representatives from the school district, school board from Maxwell Elementary, and from the community. Participants observed conditions at four locations: at the mid-block crossing in front of the school, at both uncontrolled crossings at either end of the block which contains the campus, and at the alleyway where many parents enter and exit the unpaved parking lot across from the school. Afterward, participants reconvened to discuss their observations and potential improvements. For the afternoon audit, the Alta team observed pick-up to gain a more complete understanding of campus safety issues.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. North Street from Pacific Street to California Street	<ul style="list-style-type: none"> Children walk home from school in the street, as there is no sidewalk and a ditch on the north side of the street. The street is narrow and the school bus travels on it. 	<ul style="list-style-type: none"> Install sidewalk or path at back of drainage ditch. 	<ul style="list-style-type: none"> Unknown (county or private) 	<ul style="list-style-type: none"> Long
2. North Street at California Street	<ul style="list-style-type: none"> Crosswalk is not high visibility. Crosswalk paint is faded. 	<ul style="list-style-type: none"> Upgrade existing crosswalk on North Street to yellow high visibility markings with advance yield lines and school crossing Assembly B signage. Restripe existing transverse crosswalks on N California Street. 	<ul style="list-style-type: none"> County County 	<ul style="list-style-type: none"> Short Short
3. North Street school frontage	<ul style="list-style-type: none"> Parking spaces in front of the office are cordoned off for teacher use to prevent parent use, which posed a danger. Parking restrictions seem to be working. The east end of North Street in front of the school has a yellow curb to limit parking and maintain visibility of crosswalk. 	<ul style="list-style-type: none"> Install signage to reinforce parking restrictions. Maintain yellow curbs. Upgrade existing crosswalk to yellow high visibility crosswalk. Install school crossing Assembly B signage. 	<ul style="list-style-type: none"> School School County County 	<ul style="list-style-type: none"> Short Short Short Short
4. North Street at McCoys Street/San Francisco Street	<ul style="list-style-type: none"> Crosswalk is not high visibility. 	<ul style="list-style-type: none"> Upgrade existing crosswalk on North Street to yellow high visibility crosswalk with advance yield lines and school crossing Assembly B signage. 	<ul style="list-style-type: none"> County 	<ul style="list-style-type: none"> Short
5. North Street from California Street to McCoys Street	<ul style="list-style-type: none"> There is no sidewalk on the south side of the street. 	<ul style="list-style-type: none"> Install sidewalk on south side. 	<ul style="list-style-type: none"> County 	<ul style="list-style-type: none"> Medium

Location	Challenge	Improvement	Jurisdiction	Timeframe
6. Unpaved Parking Lot	<ul style="list-style-type: none"> Parents enter the lot from multiple entrances on North Street as well as the alley, and exit the lot by pulling directly over the curb. Many parents drive large trucks, which limit visibility of small children. There is no designated pedestrian path within the parking lot, which results in children walking between, behind, and in front of vehicles. 	<ul style="list-style-type: none"> Pave lot and stripe individual parking stalls, and mark pedestrian walkways. 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Short
		<ul style="list-style-type: none"> Limit entry and exit to the alley side of the lot. 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Short
		<ul style="list-style-type: none"> Add perimeter fence along North Street and San Francisco Street with pedestrian opening aligned with school crosswalks. 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Medium
7. San Francisco Street from North Street to alley	<ul style="list-style-type: none"> Sidewalk on west side along parking area is narrow and somewhat overgrown. 	<ul style="list-style-type: none"> Widen sidewalk to 4 feet. 	<ul style="list-style-type: none"> County 	<ul style="list-style-type: none"> Medium

Figure 2-4: Maxwell Elementary/Middle School Improvement Plan



**Maxwell Elementary/Middle School,
Maxwell, CA
Safe Routes to Schools Improvement
Plan**

Site Assessment held November 2016

- 1 North Street from N Pacific Street to California Street**
-Install sidewalk or path at back of drainage ditch
- 2 North Street at California Street**
-Upgrade existing crosswalk on North Street to yellow high visibility crosswalk with advance yield lines and school crossing Assembly B signage
-Restripe existing transverse crosswalks on N California Street
- 3 North Street School Frontage**
-Install signage to reinforce parking restrictions
-Maintain yellow curbs
-Upgrade existing crosswalk to yellow high visibility crosswalk
-Install school crossing Assembly B signage
- 4 North Street at McCoy's Street/San Francisco Street**
-Upgrade existing crosswalk on North Street to yellow high visibility crosswalk with advance yield lines and school crossing Assembly B signage
- 5 North Street from California Street to McCoy's Street**
-Install sidewalk on south side (included in current plans)
- 6 Unpaved Parking Lot**
-Pave lot and stripe individual parking stalls, and mark pedestrian walkways
-Limit entry and exit to the alley side of the lot
-Add perimeter fence along North Street and San Francisco Street with pedestrian opening aligned with school crosswalks
- 7 San Francisco Street from North Street to Alley**
-Widen sidewalk to 4 feet

Improvements not to scale



Maxwell High

Principal: Zach Thurman
Grades: 7-12
Number of Students: 108 students
Arrival: Grades 9-12 – 8:20 AM
Departure: Grades 9-12 – 3:10 PM
Minimum Days – 1:25 PM



School Layout

Maxwell High School is on the southwestern edge of town, and is the first development as motor vehicles approach the community from high speed county roads. Truck traffic travels on this road. The driveway into school is the only access point not blocked by fence for students walking from in town. The driveway runs between the football field, on the town side, and the school campus, on the out-of-town side.

A pedestrian area exists in the middle of the parking lot leading to the football field side of the campus, leading to the street. Students walk in the driveway along a fence line to reach the street.

Crossing Guards

No crossing guards are posted at the High School.

Related Projects

None.

Audit

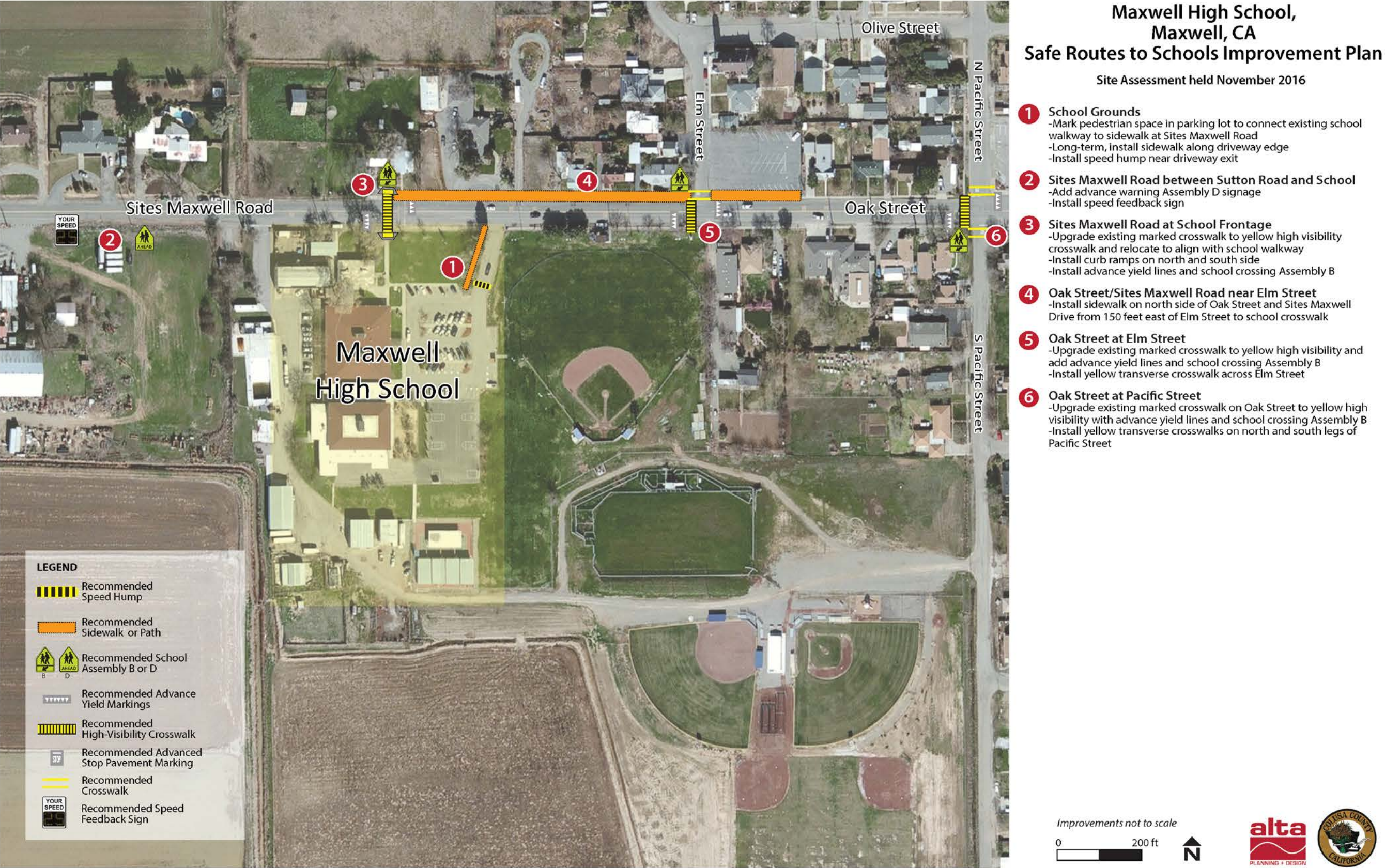
The audit took place on the morning of November 29, 2016. The Alta Team consulted attendees of the Elementary/Middle School audit regarding challenges at the High School site, and the District MTO recommended observation in the morning would be sufficient to observe challenges. School District member Kim Griffin, who also lives across from the High School, met the team at the school for the audit. Observations took place at the school entrance, from within the parking lot, and at either end of the school campus on Sites Maxwell Road.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. School Grounds	◆ There is no pedestrian area from the middle of the parking lot to the road. Students walk in the driveway.	◆ Mark pedestrian space in parking lot to connect existing school walkway to sidewalk at Sites Maxwell Road.	◆ School	◆ Short
	◆ Cars currently enter and exit at high speeds.	◆ Long-term, install sidewalk along driveway edge.	◆ School	◆ Long
		◆ Install speed hump near driveway exit.	◆ School	◆ Medium

Location	Challenge	Improvement	Jurisdiction	Timeframe
2. Sites Maxwell Road between Sutton Road and School	◆ Cars and large trucks approach school from rural road at high speeds.	◆ Add advance warning sign Assembly D signage.	◆ Caltrans	◆ Short
	◆ Current signage for school zone is not effective.	◆ Install speed feedback sign.	◆ Caltrans	◆ Medium
3. Sites Maxwell Road at school frontage	◆ Marked midblock crosswalk is faded and does not align with walkway onto school grounds.	◆ Upgrade existing crosswalk to yellow high visibility and relocate to align with school walkway.	◆ Caltrans	◆ Short
		◆ Install curb ramps on north and south side.	◆ Caltrans	◆ Medium
		◆ Add advance yield lines and school crossing Assembly B.	◆ Caltrans	◆ Short
4. Oak Street/Sites Maxwell Road near Elm Street	◆ Multiple sidewalk gaps exist on the north side of Oak Street.	◆ Install sidewalk on north side of Oak Street and Sites Maxwell Drive from 150 feet east of Elm Street to school crosswalk.	◆ Caltrans	◆ Medium
5. Oak Street at Elm Street	◆ Existing uncontrolled transverse crosswalk	◆ Upgrade existing marked crosswalk to high visibility and add advance yield lines and school crossing Assembly B.	◆ Caltrans	◆ Short
	◆ No marked crosswalk across Elm Street.	◆ Install yellow transverse crosswalks across Elm Street.	◆ Caltrans	◆ Medium
6. Oak Street at Pacific Street	◆ Existing uncontrolled transverse crosswalk.	◆ Upgrade existing marked crosswalk on Oak Street to high visibility with advance yield lines school crossing Assembly B.	◆ Caltrans	◆ Short
		◆ Install yellow transverse crosswalks on north and south legs of Pacific Street.	◆ Caltrans	◆ Short

Figure 2-5: Maxwell High School Improvement Plan



Arbuckle Elementary

Principal:	Summer Shadley
Grades:	K-5
Number of Students:	622 students
Arrival:	Morning K – 8:15 AM Afternoon K – 11:40 AM Grades 1-5 – 8:23 AM
Departure:	Morning K – 11:35 AM Afternoon K – 3:00 PM Grades 1-3 – 2:45 PM Grades 4-5 – 3:00 PM
Weds. Departure:	Morning K – 11:35 AM Afternoon K – 2:00 PM Grades 1-5 – 2:00 PM



School Layout

Arbuckle Elementary School sits just west of Interstate 5 in Arbuckle, an unincorporated community in Colusa County. The school faces Hall Street, which crosses I-5 using an at-grade 2 lane bridge one block east. Arbuckle includes housing on both sides of I-5, resulting in students walking to and from school across the highway.

Students walking arrive at school mostly via Hall Street, but a rear entrance on 7th Street on the east side of campus received students dropped off at the surface parking lot on 7th Street; 7th Street is closed to through traffic during the school day. A mid-block crosswalk is utilized by students arriving at the parking lot.

The small school populations lend more order to drop off and pick up than is generally observed at larger schools. Students at Arbuckle Elementary begin arriving an hour before the school day begins, and by 8 AM, most students are on the blacktop, playing. This disbursed drop off window reduces conflict between cars, pedestrians, and busses arriving to campus.

Crossing Guards

There is one crossing guard at Arbuckle Elementary, posted at the intersection of 9th and Hall Streets. She is a district employee, and crosses students at all three legs of that intersection.

Related Projects

None.

Audit

The audit took place on the morning of November 9, 2016. There were three attendees at the audit, including the Superintendent, the Principal and Vice Principal. Participants observed conditions at five locations: on Hall Street at the school entrance, on 7th Street at the mid-block crossing, and further west on Hall Street observing student travel to school. Afterward, participants reconvened to discuss their observations and potential improvements.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. Hall Street from 9 th Street to 10 th Street	◆ Sidewalks gaps on alternate sides of Hall Street lead to students walking in the road or shoulder when sidewalks end.	◆ Extend existing sidewalk on south side of Hall Street west towards Almond Avenue.	◆ Unknown (County or private)	◆ Long
		◆ Install sidewalk on south side of Hall Street from existing sidewalk end to 9 th Street.	◆ Unknown (County or private)	◆ Long
2. Hall Street at 9 th Street	◆ 9 th Street and parallel school parking area, combined with an irregular intersection alignment, create a wide and potentially challenging pedestrian crossing	◆ Upgrade existing crosswalk on Hall Street to yellow high visibility crosswalk with advance yield markings.	◆ County	◆ Short
		◆ Install yellow transverse crosswalks on 9 th street and school parking lot exit.	◆ County/School District	◆ Short
3. 9 th Street from Hall Street to King Street	◆ Sidewalk gap exists on west side of street.	◆ Install sidewalk on west side of 9 th Street.	◆ County	◆ Long
4. Hall Street at 7 th Street	◆ Existing crosswalk markings are not high visibility, and lack stop lines.	◆ Upgrade existing marked crosswalks to yellow high visibility crosswalks with advance stop lines and school crossing Assembly B signage.	◆ County	◆ Short
5. 7 th Street at Amanda Street	◆ Existing crosswalk markings at uncontrolled approaches are not high visibility.	◆ Upgrade existing marked crosswalks to yellow high visibility crosswalks with advance yield lines and school crossing Assembly B signage.	◆ County	◆ Short
6. 7 th Street at King Street	◆ Existing crosswalk markings are not high visibility.	◆ Upgrade existing marked crosswalks to yellow high visibility markings with advance yield lines.	◆ County	◆ Short
		◆ Install school crossing Assembly B on west leg.	◆ County	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
Programs	<ul style="list-style-type: none"> ◆ The Colusa County Transit bus dropped a very young student off mid-block, and the student crossed behind the bus. 	<ul style="list-style-type: none"> ◆ Work with Colusa County Transit to educate drivers to drop student off at the crosswalk, with crossing guard, just one half block west of the current drop location. 	<ul style="list-style-type: none"> ◆ Colusa County Transit 	<ul style="list-style-type: none"> ◆ Short
	<ul style="list-style-type: none"> ◆ Parents make U-turns in front of school after dropping students off, causing potential for conflict. 	<ul style="list-style-type: none"> ◆ Educate parents on safe driving, including not making U-turns on Hall Street. Coordinate with the Sheriff's Department for targeted enforcement to reinforce good behavior. 	<ul style="list-style-type: none"> ◆ Arbuckle Elementary or District, with Sheriff's Department 	<ul style="list-style-type: none"> ◆ Short

Figure 2-6: Arbuckle Elementary School Improvement Plan



**Arbuckle Elementary School,
Arbuckle, CA**
Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 Hall Street from 9th Street to 10th Street**
 - Extend existing sidewalk on south side of Hall Street west towards Almond Avenue
 - Install sidewalk on south side of Hall Street from existing sidewalk end to 9th Street
- 2 Hall Street at 9th Street**
 - Upgrade existing crosswalk on Hall Street to yellow high visibility crosswalk with advance yield markings
 - Install yellow transverse crosswalks on 9th street and school parking lot exit
- 3 9th Street from Hall Street to King Street**
 - Install sidewalk on both sides of 9th Street
- 4 Hall Street at 7th Street and Putnam Way**
 - Upgrade existing marked crosswalks to yellow high visibility crosswalks with advance stop bars
 - Install sidewalks where shown
- 5 7th Street at Amanda Street**
 - Upgrade existing marked crosswalks to yellow high visibility crosswalks with advance yield lines and school crossing Assembly B signage
- 6 7th Street at King Street**
 - Upgrade existing marked crosswalk on north leg to yellow high-visibility crosswalk with advance yield lines
 - Install school crossing Assembly B on west leg
 - Install sidewalk at southwest side of 7th Street from King Street to Hillgate Road

Improvements not to scale



Grand Island Elementary

Principal: Summer Shadley
Grades: K-5
Number of Students: 49 students
Arrival: Data not available
Departure: Data not available



School Layout

Grand Island Elementary is a small school located on W. Leven Street, which serves as a connection for Highway 45 through Grimes. The highway is wide in front of the school, and lacks clear delineation of the end of highway and beginning of school property. The campus is located on one end of this small town. Busing brings students from Dunnigan, a community in Yolo County that is within the Pierce Joint Unified School District.

Crossing Guards

There are no crossing guards.

Related Projects

None.

Audit

The audit took place on the morning of November 9, 2016. As most students are bused to the school, the audit was conducted mid-morning after school was in session, and included a walking tour of the entire town of Grimes to understand the safety context.

Opportunities and Recommended Improvements

Location	Challenge	Recommended Improvement	Jurisdiction	Timeframe
1. W. Leven Street	◆ The highway in front of the school is not marked to delineate the end of the school parking/bus area and the beginning of the road.	◆ Add fog line to delineate the end of travel lanes in front of the school site.	◆ Caltrans	◆ Short
2. E. Leven Street and 5 th Street	◆ No crosswalk signage exists, either advance warning or at the crosswalk.	◆ Upgrade marked crosswalk to yellow high visibility with advance yield lines.	◆ Caltrans	◆ Short
	◆ Traffic is fast at this location.	◆ Install school crossing Assembly B and D signage at northeast leg.	◆ Caltrans	◆ Short
3. Leven Street	◆ No sidewalk or pathway.	◆ Install sidewalk on south side of street.	◆ Caltrans	◆ Medium
4. E Leven Street and 2 nd Street	◆ No crosswalk.	◆ Install high-visibility crosswalks on west and south sides of intersection.	◆ Caltrans	◆ Short

Figure 2-7: Grand Island Elementary School Improvement Plan



Grand Island Elementary School, Grimes, CA Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 W. Leven Street**
-Add fogline to delineate the end of travel lanes in front of the school site
- 2 E. Leven Street / 5th Street**
-Upgrade marked crosswalk to yellow high-visibility with advance yield lines
-Install school crossing Assembly B and D signage at northeast leg
- 3 Leven Street**
-Install sidewalk on south side of street
- 4 E. Leven Street / 2nd Street**
-Install high-visibility crosswalk across the west and south sides of the intersection

Improvements not to scale

0 200 ft



Lloyd G. Johnson Junior High

Principal: Ron Fisher
Grades: 7-8
Number of Students: 319 students¹
Arrival: 8:15 AM
Departure: 3:09 PM
Wednesdays – 2:05 PM

School Layout

Lloyd G. Johnson Junior High School sits at the southernmost end of Arbuckle on Wildwood Road, bordered by fields, Pierce High School, and Interstate 5 to the rear. While some students come from out of town on Wildwood, many travel by bus, foot, or bicycle to the school.



Wildwood Road is characterized by high vehicle speeds and heavy truck traffic. While a crosswalk exists at the southern end of the campus, it is not heeded by drivers. Pick up and drop off by car occurs both on Wildwood Road as well as in the large parking lot between the Junior High and High School.

Crossing Guards

There are no crossing guards at the Junior High School per se, but a crossing guard at Wildwood Road and Hillgate Road adjacent to Interstate 5 serves both Junior High and High School students.

Related Projects

Pierce Joint Unified School District Site Assessment, included in Appendix D.

Audit

The audit took place on the afternoon of November 9, 2016, and was conducted jointly with the audit of Pierce High School. There were eight attendees at the audit, including representatives from the school district, the Superintendent, and the High School and Junior High Principals. Participants observed conditions at five locations: on Wildwood Road at the southernmost end of campus, at two locations on Wildwood fronting the parking lot, at the crosswalk in front of Pierce High School, and at the crossing guard post at Wildwood Road and Hillgate Road adjacent to Interstate 5. Afterward, participants reconvened to discuss their observations and potential improvements.

¹ Enrollment data reflects 2015-2016 school year

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. Barbara Way at Wildwood Road	◆ There is no crosswalk across Wildwood Road.	◆ Install high visibility crosswalk, rectangular rapid flashing beacon, and school crossing Assembly B at north leg.	◆ Caltrans	◆ Short
	◆ Crossing distance is long.	◆ Install sidewalk extension and curb ramp at east side of crosswalk.	◆ Caltrans	◆ Long
2. School Grounds	◆ There is no defined pedestrian space in the parking lot, resulting in students walking behind, between, and in front of cars to get to and from school.	◆ Add striped pedestrian space within the parking lot.	◆ School	◆ Short
3. Wildwood Road at southwest corner of school site	◆ Vehicles do not yield to pedestrians in the crosswalk.	◆ Upgrade existing crosswalk to yellow high visibility crosswalk.	◆ Caltrans	◆ Short
	◆ Vehicles speed past the Junior High, which is on the edge of town.	◆ Install Rectangular Rapid Flashing Beacon with advance yield lines.	◆ Caltrans	◆ Short
		◆ Place school area speed feedback sign south of existing crosswalk.	◆ Caltrans	◆ Short
		◆ Install Assembly D signage in advance of school.	◆ Caltrans	◆ Short
4. Wildwood Road from school crossing to existing path	◆ No sidewalk is provided on the west side of Wildwood Road to connect the neighborhood to the school crossing.	◆ Install sidewalk on west side of Wildwood Road.	◆ Caltrans	◆ Long

Figure 2-8: Lloyd G. Johnson Junior High School Improvement Plan



**Lloyd G. Johnson Jr High School,
Arbuckle, CA
Safe Routes to Schools Improvement Plan**

Site Assessment held November 2016

- 1 Barbara Way / Wildwood Road**
 - Install high visibility crosswalk, rectangular rapid flashing beacon, and school crossing Assembly B at north leg
 - Install sidewalk extension and curb ramp at east side of crosswalk
- 2 School Grounds**
 - Install striped pedestrian path within parking lot
- 3 Wildwood Road / Southwest corner of school site**
 - Upgrade crosswalk to yellow high-visibility markings
 - Install advance warning Assembly D signage and advance yield lines
 - Add school area speed feedback sign
 - Install curb ramp on west side of crosswalk
 - Install rectangular rapid flashing beacon at crosswalk
- 4 Wildwood Road from school crossing to Hailey Drive**
 - Install sidewalk on west side of Wildwood Road with a curb ramp at the school crosswalk

Improvements not to scale



Pierce High

Principal: Nicole Newman
Grades: 9-12
Number of Students: 424 students²
Arrival: 8:20 AM
Departure: 3:15 PM
Minimum Day — 1:39 PM
Wednesday — 2:10 PM

School Layout

Pierce High School is located on Wildwood Road at the southern end of Arbuckle. It backs up to Interstate 5, which divides Arbuckle down the middle. At the southern end, Pierce High School is bordered by Lloyd Johnson Junior High School, and opposite the High School is a new subdivision. Street parking lines Wildwood Road in front of the school, and a parking lot sits between the Junior High and High Schools.



The main access point for Pierce High School are the front entrance, which is lined with unmarked dirt parking stalls; the buses which serve the middle school travel behind the high school building out to Wildwood Road.

Crossing Guards

There is a crossing guard at the intersection of Wildwood Road and Hillgate Road adjacent to Interstate 5, serving the Junior High and High School.

Related Projects

Pierce Joint Unified School District Site Assessment, included in Appendix D.

Audit

The audit took place on the afternoon of November 9, 2016, and was conducted jointly with the audit of Lloyd Johnson Junior High School. There were eight attendees at the audit, including representatives from the school district, the Superintendent, and the High School and Junior High Principals. Participants observed conditions at five locations: on Wildwood Road at the southernmost end of the Junior High campus, at two locations on Wildwood fronting the parking lot, at the crosswalk in front of Pierce High School, and at the crossing guard post at Wildwood Road and Hillgate Road adjacent to Interstate 5. Afterward, participants reconvened to discuss their observations and potential improvements.

² Enrollment data reflects 2014-2015 school year.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. Wildwood Road at school frontage	◆ Parking area in front of school is used by students during school, and also parents dropping off and picking up. Cars back out onto the busy road.	◆ Pave parking area and mark individual stalls.	◆ School	◆ Medium
	◆ The parking area has much unused space behind in next to the road.	◆ Consider widening sidewalk and reducing the width of the parking area, or creating a drive aisle for parking separated from the roadway by bollards, curb, or other physical barrier.	◆ Caltrans	◆ Long
2. Wildwood Road at Hillgate Road	◆ The crossing guard covers multiple legs of the intersection, which is high volume and leads to an on-ramp.	◆ Upgrade marked crosswalks to yellow high visibility with advance stop bars.	◆ Caltrans	◆ Short
	◆ Students cross mid-block to access the gas station and Dollar Store.	◆ Long-term, study feasibility of a roundabout at this location, or reduce intersection width by removing slip lanes and reducing curb radii.	◆ Caltrans	◆ Long
3. Wildwood Road at Smoky Hollow Drive	◆ No crossing is provided for students accessing the school from the north	◆ Install yellow high visibility crosswalk with advance yield lines and school crossing Assembly B signage.	◆ Caltrans	◆ Short
		◆ Install curb ramp at east end of crosswalk.	◆ Caltrans	◆ Medium
4. Wildwood Road at Kleeman Way	◆ Crosswalk is not observed by drivers.	◆ Install Rectangular Rapid Flashing Beacon with high visibility crosswalk and advance yield markings on Wildwood Road.	◆ Caltrans	◆ Short
		◆ Install curb ramp at east side of crosswalk.	◆ Caltrans	◆ Medium
		◆ Install yellow transverse crosswalk on Kleeman Way.	◆ Caltrans	◆ Short

Figure 2-9: Pierce High School Improvement Plan



**Pierce High School,
Arbuckle, CA**
Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 Wildwood Road at school frontage**
 - Pave parking area and mark individual stalls
 - Consider widening sidewalk and reducing the width of the parking area, or creating a drive aisle for parking separated from the roadway by bollards, curb, or other physical barrier
- 2 Wildwood Road at Hillgate Road**
 - Upgrade marked crosswalks to yellow high visibility with advance stop bars
 - Long-term, study feasibility of a roundabout at this location, or reduce intersection width by removing slip lanes and reducing curb radii
- 3 Wildwood Road at Smoky Hollow Drive**
 - Install yellow high visibility crosswalk with advance yield lines and school crossing Assembly B signage
 - Install curb ramp at east end of crosswalk
- 4 Wildwood Road at Kleeman Way**
 - Install Rectangular Rapid Flashing Beacon with high visibility crosswalk and advance yield markings on Wildwood Road
 - Install curb ramp at east side of crosswalk
 - Install yellow transverse crosswalk on Kleeman Way

Improvements not to scale

0 200 ft



Princeton Elementary School

Principal: Cody Walker
Grades: K-6
Number of Students: 70 students
Arrival: Data not available
Departure: Data not available



School Layout

Princeton Elementary is located on Norman Road at the north end of Princeton, and unincorporated community in Colusa County. It is one block west of Highway 45, a high-speed truck route that also serves as the main street in Princeton. Normal Road is narrow and has ditches, and is without sidewalks. Several homes sit between the school and Highway 45, and homes line the opposite side of Norman Road from the school.

The front entrance of the school has a one-directional loop for drop off and pickup, which is well utilized by parents. School buses enter on the east side of campus, and do not utilize the loop.

Crossing Guards

There is a crossing guard in front of the school during the afternoon dismissal.

Related Projects

None.

Audit

The audit took place on the morning of November 30, 2016. There were three attendees at the audit, including the Superintendent/Principal, the District bookkeeper, and a parent of students at the Elementary and High Schools who lives on Norman Road. Participants observed conditions in front of the school and at the intersection of Norman Road and Highway 45. Afterward, participants reconvened to discuss their observations and potential improvements.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. Norman School at School Frontage	◆ Many vehicles do not slow or stop for the crosswalk.	◆ Install Pedestrian Hybrid Beacon or Rectangular Rapid Flashing Beacon.	◆ Caltrans	◆ Medium
	◆ The crosswalk is not high visibility.	◆ Upgrade crosswalk to high visibility crosswalk and install advance yield markings.	◆ Caltrans	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
2. Norman Road	◆ There is no sidewalk or safe space for children to walk on Norman Road from Highway 45 and Summers Street	◆ Install sidewalk or decomposed granite walkway on north and south sides of Norman Road between Summers Street and Highway 45.	◆ County/ School/ Caltrans	◆ Medium
	◆ Cars speed in front of the school, as the road is wide and connects to a highway.	◆ Install school zone speed feedback sign west of Summers Street for eastbound traffic.	◆ County	◆ Short
3. Prince Street	◆ There is no sidewalk.	◆ Install sidewalk or decomposed granite walkway on north side of Prince Street between Summers Street and Winter Street.	◆ County	◆ Medium
4. Prince Street at Main Street	◆ There is no crosswalk.	◆ Install high visibility crosswalk and school crossing Assembly B signage at east leg.	◆ County	◆ Short
	◆ There is no sidewalk.	◆ Install sidewalk or decomposed granite walkway on east side of Main Street from Prince Street to State Street.	◆ County	◆ Medium
5. Prince Street at Winter Street	◆ There is no crosswalk.	◆ Install high visibility crosswalk and school crossing Assembly B signage at east leg.	◆ County	◆ Short
		◆ Install crosswalk at north leg.	◆ County	◆ Short
6. Winter Street	◆ There is no sidewalk.	◆ Install sidewalk or decomposed granite walkway on west side of Winter Street from Norman Road to Prince Street.	◆ County	◆ Medium
7. Princeton Elementary School Playground	◆ Students must walk all the way around to access school site from the south.	◆ Consider installing a gate in the fence and coordinating school access with adjacent property owners.	◆ School/ County	◆ Medium

Figure 2-10: Princeton Elementary School Improvement Plan



**Princeton Elementary School,
Princeton, CA**
Safe Routes to Schools Improvement Plan

Site Assessment held November 2016

- 1 Norman Road at School Frontage**
 - Install Pedestrian Hybrid Beacon or Rectangular Rapid Flashing Beacon
 - Upgrade crosswalk to high visibility crosswalk and install advance yield markings
- 2 Norman Road**
 - Install sidewalk or decomposed granite walkway on north and south sides of Norman Road from Summers Street to Highway 45
 - Install speed feedback sign west of Summers Street for eastbound traffic
- 3 Prince Street**
 - Install sidewalk or decomposed granite walkway on north side of Prince Street between Summers Street and Winter Street
- 4 Prince Street / Main Street**
 - Install high visibility crosswalk and school crossing Assembly B signage at east leg.
 - Install sidewalk or decomposed granite walkway on east side of Main Street from Prince Street to State Street
- 5 Prince Street / Winter Street**
 - Install high visibility crosswalk and school crossing Assembly B signage at east leg
 - Install crosswalk at north leg
- 6 Winter Street**
 - Install sidewalk or decomposed granite walkway on west side of Winter Street from Norman Road to Prince Street
- 7 Princeton Elementary School Playground**
 - Consider installing a gate in the fence and coordinating school access with adjacent property owners

Improvements not to scale

0 200 ft



Princeton High

Principal: Cody Walker
 Grades: 7-12
 Number of Students: 100 students
 Arrival: 8:20 AM
 Late Start - 9:15 AM
 Departure: 3:10 PM
 Minimum Day - 1:40 PM



School Layout

Princeton High School is located on State Street in the unincorporated community of Princeton, one block west of Highway 45. It has one main entry and a small parking lot toward the rear of the school on State Street, and is bordered from Highway 45 by play fields. The school has an open campus for Junior and Senior students, who are allowed to leave campus during the lunch period.

Crossing Guards

There are no crossing guards.

Related Projects

None.

Audit

The audit took place on the morning and lunch period of November 30, 2016. There were three attendees, including the project team and the Superintendent/Principal of the school. The audit of Princeton Elementary/Middle School, held earlier that day, included a discussion of issues for the high school. The Superintendent/Principal lead the project team on a walk between the two school campuses, encompassing most of the town of Princeton, and the project team returned to observe student behavior during the open lunch period.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. State Street School frontage	◆ Students walk in the road from the front of school to Highway 45	◆ Install sidewalk in front of school from Highway 45 to First Street.	◆ School	◆ Medium
		◆ Install yellow high visibility crosswalk with advance yield markings and school crossing Assembly B at State Street and Main Street.	◆ County	◆ Short
2. State Street and Highway 45	◆ Marked crossing of Highway 45 is not high visibility	◆ Upgrade existing marked crosswalk to yellow high visibility with advance yield markings and rectangular rapid flashing beacon assembly.	◆ Caltrans	◆ Short

Location	Challenge	Improvement	Jurisdiction	Timeframe
3. Highway 45	<ul style="list-style-type: none"> ◆ The recent addition of painted shoulder has helped delineate the space outside of travel lanes. Students walk in this space. ◆ Students walk between the elementary and high schools for tutoring and other programs. 	<ul style="list-style-type: none"> ◆ Consider installing bike lanes and/or sidewalk where right of way allows. 	<ul style="list-style-type: none"> ◆ Caltrans 	<ul style="list-style-type: none"> ◆ Medium
4. Main Street, Prince Street, and Winter Street	<ul style="list-style-type: none"> ◆ These neighborhood streets provide a calmer route between the high school and elementary schools compared to Highway 45, but lack basic facilities. 	<ul style="list-style-type: none"> ◆ Install sidewalk or decomposed granite walkway on east side of Main Street from State Street to Prince Street. ◆ Install Class II Bike Lane in accordance with the Colusa County Bicycle Plan (2012). ◆ Install yellow transverse crosswalk at Center Street intersection. 	<ul style="list-style-type: none"> ◆ County ◆ County ◆ County 	<ul style="list-style-type: none"> ◆ Medium ◆ Short ◆ Short

Figure 2-11: Princeton High School Improvement Plan



**Princeton High School,
Princeton, CA
Safe Routes to Schools Improvement Plan**

Site Assessment held November 2016

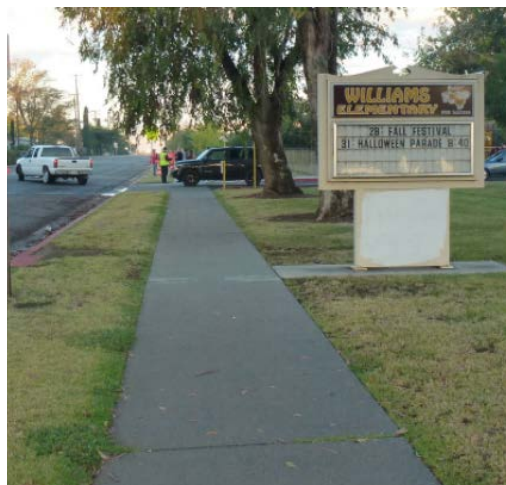
- 1 State Street school frontage**
 - Install a sidewalk in front of school from Highway 45 to First Street
 - Install yellow high visibility crosswalk with advance yield markings and school crossing Assembly B at State Street and Main Street
- 2 State Street and Highway 45**
 - Upgrade existing marked crosswalk to yellow high visibility with advance yield markings and rectangular rapid flashing beacon assembly
- 3 Highway 45**
 - Consider installing bike lanes and/or sidewalk where right of way allows
- 4 Main Street**
 - Install sidewalk or decomposed granite path on east side of Main Street from State Street to Prince Street
 - Install Class 2 Bike Lane in accordance with the Colusa County Bicycle Plan (2012)
 - Install yellow transverse crosswalk at Center Street intersection

Improvements not to scale



Williams Elementary

Principal: Melissa Willes
Grades: TK-3
Number of Students: 280 students
Arrival: Transitional K AM- 8:00 AM
Extended K - 8:20 AM
Transitional K PM- 11:10 AM
Grades 1-3 - 8:20 AM
Departure: Transitional K AM- 11:50 AM
Extended K - 1:30 PM
Transitional K PM- 3:00 PM
Grades 1-3 - 2:40 PM
Early Release - 1:45 PM



School Layout

Williams Elementary School is located on E Street/Highway 20 on the western edge of the City of Williams in Colusa County. The campus is situated across from the Sacramento Valley Museum, and next to Williams Upper Elementary School, which is further east on E Street. The front of the school has a small parking lot with drop off loop; a second parking lot for staff parking was under construction on Virginia Way on the side of the school. Currently, staff and some parents park across the street at the Museum, and cross at the mid-block crosswalk.

On Virginia Way, a path travels between homes, bordered by an approximately six foot high wooden fence. Gates are present at the Virginia Way entry and at the edge of the Elementary School field. Many students in the adjacent neighborhood utilize this entry, which is open during school hours.

Crossing Guards

There is a crossing guard at the mid-block crossing directly in front of the school parking lot. She is a district employee, and is assisted by two sixth grade students. All wear reflective vests, and enter the travel lanes to assist students crossing.

Related Projects

Recently, the City of Williams installed flashing beacons at the mid-block crossing and several other locations in central Williams. In ground flashers were also added in several locations. These improvements were in response to a fatality of an elementary aged student in 2014.

Audit

The audit took place on the morning and afternoon of October 26, 2016, in conjunction with audits at Williams Upper Elementary and Williams Junior/Senior High School. Drop off was observed in the morning at all campuses, then dismissal in the afternoon. There were 20 attendees at the audit, including representatives from the school district, the mayor, County staff, Williams Police Chief, principals of all three schools, teachers, parents, and high school students. Participants observed conditions at several locations: in front of the Elementary and Upper Elementary, at the mid-block crossing, at the path on Virginia Way, at the parking lot entrance for the Elementary, and at the corner of E Street and Virginia Way.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. School Grounds	<ul style="list-style-type: none"> ◆ The WES parking lot has one directional entry and exit, with entry on east side and exit on west side. Cars exiting the WES parking lot near the crosswalk turn in both directions. This driveway crosses the sidewalk where students are walking to go onto WES campus. 	<ul style="list-style-type: none"> ◆ Install sign at parking lot exit instructing drivers to look before crossing sidewalk. ◆ Install advance yield warning across parking lot exit. 	<ul style="list-style-type: none"> ◆ School ◆ School 	<ul style="list-style-type: none"> ◆ Medium ◆ Short
2. E Street	<ul style="list-style-type: none"> ◆ The student patrol enter the roadway with the adult crossing guard. This puts the students at unnecessary risk. ◆ Crosswalk is not observed consistently by drivers. ◆ Some parents park very close to the crosswalk, blocking visibility. 	<ul style="list-style-type: none"> ◆ Upgrade existing marked crosswalk to yellow high visibility with advance yield lines and school crossing Assembly B. ◆ Paint red curb and install signs to restrict parking adjacent to the crosswalk on both sides. ◆ Install Class 2 Bike Lanes in accordance with Williams GP Bicycle Plan. 	<ul style="list-style-type: none"> ◆ City ◆ City ◆ City 	<ul style="list-style-type: none"> ◆ Short ◆ Short ◆ Short
3. E Street at Nicolaus Drive	<ul style="list-style-type: none"> ◆ Cars approach WES on E Street from the west at high speeds; this is a direct route from Hwy 20. There is a school speed limit sign one block east of the school, though it does not seem to slow cars substantially. 	<ul style="list-style-type: none"> ◆ Install a speed feedback sign. ◆ Conduct feasibility study for a roundabout to manage vehicle speeds. 	<ul style="list-style-type: none"> ◆ City ◆ City 	<ul style="list-style-type: none"> ◆ Medium ◆ Medium
4. Virginia Way at Teri Street	<ul style="list-style-type: none"> ◆ Students who utilize the path to the field of WES cross midblock without a crosswalk. Further, cars travelling toward E Street do not have a stop sign. 	<ul style="list-style-type: none"> ◆ Study whether warrants are met for stop signs at this intersection. ◆ Install a yellow high visibility crosswalk across Virginia Way and update curb ramps at both ends. 	<ul style="list-style-type: none"> ◆ City ◆ City 	<ul style="list-style-type: none"> ◆ Medium ◆ Short
5. D Street east of 11 th Street	<ul style="list-style-type: none"> ◆ Sidewalk gap on both sides of D Street. 	<ul style="list-style-type: none"> ◆ Install sidewalk. 	<ul style="list-style-type: none"> ◆ City 	<ul style="list-style-type: none"> ◆ Long
6. E Street west of 11 th Street	<ul style="list-style-type: none"> ◆ Sidewalk gap on north side of E Street from alley to 11th Street. 	<ul style="list-style-type: none"> ◆ Install sidewalk. 	<ul style="list-style-type: none"> ◆ City 	<ul style="list-style-type: none"> ◆ Long

Figure 2-12: Williams Elementary School Improvement Plan



**Williams Elementary School,
Williams, CA
Safe Routes to Schools Improvement Plan**

Site Assessment held October 2016

- 1 School Grounds**
 - Install sign at parking lot exit instructing drivers to look before crossing sidewalk
 - Install advance yield warning across parking lot exit
- 2 E Street**
 - Upgrade existing marked crosswalk to yellow high-visibility with advance yield lines and school crossing Assembly B
 - Paint red curb and install signs to restrict parking adjacent to the crosswalk on both sides
 - Install Class 2 Bike Lanes in accordance with Williams GP Bicycle Plan
- 3 E Street at Nicolaus Drive**
 - Install a speed feedback sign
 - Conduct feasibility study for a roundabout to manage vehicle speeds
- 4 Virginia Way at Teri Street**
 - Study whether warrants are met for stop signs at this intersection
 - Install a yellow high-visibility crosswalk across Virginia Way and update curb ramps at both ends
- 5 D Street east of 11th Street**
 - Install sidewalk
- 6 E Street west of 11th Street**
 - Install sidewalk

Williams Upper Elementary and Junior/Senior High

Principal: Denise Conrado/
Dr. Nicholas Richter

Grades: 4-6, 7-12

Number of Students: Data not available

Arrival: Data not available

Departure: Data not available

School Layout

Williams Upper Elementary School is located on 11th Street at the intersection with C Street, and is connected on the west side to Williams Elementary, and on the east to Williams Junior/Senior High School. The campus is situated at a wide, three lane intersection, which leads into the parking lot for both WUES and the Junior/Senior High School.



There are multiple points of access to the Upper Elementary School and Junior/Senior High School. Students can enter from the path behind Williams Elementary School utilizing the field to access the back of the school. The school busses drop off at the front entry, and many students are dropped off in the front parking lot by parents or siblings. Students who walk to school utilize many different streets on the grid network.

Crossing Guards

There are no crossing guards.

Related Projects

Recently, the City of Williams installed flashing beacons at the mid-block crossing and several other locations in central Williams. In ground flashers were also added in several locations. These improvements were in response to a fatality of an elementary aged student in 2014.

Audit

The audit took place on the morning and afternoon of October 26, 2016, in conjunction with audits at Williams Elementary. Drop off was observed in the morning at all campuses, then dismissal in the afternoon. There were 20 attendees at the audit, including representatives from the school district, the mayor, County staff, Williams Police Chief, principals of all three schools, teachers, parents, and high school students. Participants observed conditions at several locations: in front of the Elementary and Upper Elementary, at the mid-block crossing, at the path on Virginia Way, at the parking lot entrance for the Elementary, and at the corner of E Street and Virginia Way.

Opportunities and Recommended Improvements

Location	Challenge	Improvement	Jurisdiction	Timeframe
1. 10 th Street and B Street	<ul style="list-style-type: none"> B Street is uncontrolled at 10th Street, and is a main access point to WUES and WHS. Drivers approach the schools with excessive speed, and parent volunteers reported that not all students look both ways before crossing this busy intersection. Parent volunteers and the WUES Principal both observed high school students speeding toward the school on 10th Street. There are no sidewalks or crosswalks at the entry, exacerbating the problem. 	<ul style="list-style-type: none"> Install sidewalk on both sides of B Street from 9th Street to school entrance. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Medium
		<ul style="list-style-type: none"> Install yellow high visibility crosswalks on south and east legs of the intersection with advance yield markings and school crossing Assembly B. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Short
		<ul style="list-style-type: none"> Consider conducting stop sign warrant analysis to determine if warrants are met for stop signs on B Street. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Medium
2. School Parking Lot	<ul style="list-style-type: none"> Drivers speed through parking lot. Students weave through parked cars to access school. 	<ul style="list-style-type: none"> Install a raised crosswalk across the parking lot entrance and exit aligned with the sidewalk on the south side of B Street. 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Medium
3. 10 th Street and C Street	<ul style="list-style-type: none"> The entry to the parking lots near C Street and 11th Street is wide and has no clear directional guidance. There is a large paved section past the stop signs within the parking lot where cars cross paths with pedestrians. 	<ul style="list-style-type: none"> Install a raised crosswalk across the northern parking lot entrance and exit, aligned with the existing marked crosswalk. 	<ul style="list-style-type: none"> School 	<ul style="list-style-type: none"> Medium
		<ul style="list-style-type: none"> Evaluate feasibility for a roundabout to manage speed and improve traffic flow at this irregular intersection. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Short
4. 10 th Street and C Street	<ul style="list-style-type: none"> There are no crosswalks. Drivers do not yield to pedestrians. 	<ul style="list-style-type: none"> Install yellow high visibility crosswalks on north and east legs with advance yield markings and school crossing Assembly B. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Short
		<ul style="list-style-type: none"> Consider conducting stop sign warrant analysis for 10th Street. 	<ul style="list-style-type: none"> City 	<ul style="list-style-type: none"> Medium

Figure 2-13: Williams Upper Elementary and Junior/Senior School Improvement Plan



**Williams Upper Elementary School,
Williams, CA
Safe Routes to Schools Improvement Plan**

Site Assessment held October 2016

- 1 10th Street and B Street**
 - Install sidewalk on both sides of B Street from 9th Street to school entrance
 - Install yellow high visibility crosswalks on south and east legs of the intersection with advance yield markings and school crossing Assembly B
 - Consider conducting stop sign warrant analysis to determine if warrants are met for stop signs on B Street
- 2 School Parking Lot**
 - Install a raised crosswalk across the parking lot entrance and exit, aligned with the sidewalk on the south side of B Street
- 3 11th Street and C Street**
 - Install a raised crosswalk at the parking lot entrance and exit, aligned with the existing marked crosswalk
 - Evaluate feasibility for a roundabout to manage traffic flow at this irregular intersection
- 4 10th Street and C Street**
 - Install yellow high visibility crosswalks on north and east legs with advance yield markings and school crossing Assembly B
 - Consider conducting stop sign warrant analysis for 10th Street

Improvements not to scale

0 200 ft

3. Program Recommendations

Programs like education and enforcement campaigns are essential to the success of Safe Routes to School programs as they increase the desirability and safety of walking, biking, school buses, and carpooling. Programs support a pedestrian, bicycle, and ride-sharing friendly culture, and encourage more people to walk, bike, or share rides to school. Many programs can be categorized in one of five E's:

- ◆ **Education** programs are designed to improve safety and awareness. They can include in-classroom or after school programs that teach students how to safely cross the street or bicycle in the road. They may also include brochures, posters, or other media that target pedestrians, bicyclists, or drivers.
- ◆ **Encouragement** programs provide incentives and support to help families leave their cars at home and try walking or bicycling to school instead. They can include friendly competitions or promotions geared towards walking or bicycling on a specific day.
- ◆ **Enforcement** programs enforce legal and respectful walking, bicycling, and driving. They include a variety of tactics, ranging from police enforcement to neighborhood signage campaigns.
- ◆ **Evaluation** programs are an important component of any investment. They measure project success and help identify adjustments that may be necessary.
- ◆ **Equity** programs ensure everyone has the opportunity to access transportation choices and burdens are not disproportionately distributed. They include both programs devoted specifically to equity as well as an equitable approach to implementation of all programs and improvements.

This chapter presents a number of recommended programs aimed at improving the walking and bicycling environment around Colusa County schools and encouraging more families to try walking, bicycling, and sharing trips to school.

The program recommendations are organized by program year, to show how a comprehensive program can build on previous years to implement a few activities at a time. Beginning with a few programs in year one allows staff and volunteers to focus efforts on key activities that are relatively easy to implement and are likely to build support for the SRTS program. In years 2 and 3, additional activities are layered in to expand the reach and depth of the program and offer additional resources to students and families. A summary of recommended programs for schools in Colusa County is provided below.

Year 1	Year 2	Year 3
◆ Media Campaign	◆ Bicycle & Pedestrian Rodeos	◆ Monthly Walk & Roll to School Days
◆ Back-to-School Marketing	◆ In-Class Curriculum	◆ Walking School Bus & Bike Train
◆ Annual Walk & Roll to School Day	◆ Bicycle Repair Clinics	◆ Golden Sneaker Contest
◆ Targeted Enforcement	◆ Poster Contest	
◆ Student Hand Tallies & Parent Surveys		

Year 1

Starting a Safe Routes to School program in a new school or community should begin with a few easy to implement activities that promote safety and awareness of the campaign while getting kids excited to participate.

Media Campaign

Education | Encouragement

Media campaigns are a way for the county and school to communicate with all road users about safely sharing the road, and can build brand recognition for the new program. Campaigns can highlight driver, bicyclist, and pedestrian safety based on known challenges or program goals.

A well-produced safety campaign will be memorable, effective, and relevant to the local area. Good examples include the Sonoma County Transit “You’ve got a friend who bikes!” campaign, or Calaveras County’s “Drive like your kids walk here” school marketing campaign.



Calaveras County developed a safety campaign using professional photographs of local students, and used the same template to expand on the campaign with student poster artwork and implementation at additional schools

This type of campaign is particularly effective when coordinated with other program activities, such as back-to-school or spring Walk & Roll to School Days in the first year of the program. In future years, refresh media materials with new messaging, incorporate artwork from poster contests, and distribute to coincide with walking or bicycling events.

Back-to-School Marketing

Education | Encouragement

Families set transportation habits during the first few weeks of the school year and are often not aware of the multiple transportation options and routes available to them. Because of this, many families will develop the habit of driving to school using the same congested route as everyone else.

A back-to-school marketing effort can promote walking, bicycling, school buses, and carpooling as attractive ways to get to school. Marketing should include distribution of posters developed by the school, suggested walking and bicycling route maps, flyers or information about upcoming walk and bike to school events, or safety information. Parents should also be encouraged to provide their contact information if they are interested in volunteering for the SRTS program.

Marketing efforts can include tabling at back-to-school nights or other events in the fall, sending material home with fall school enrollment packets, or sending “backpack mail” with students to share with their parents early in the school year. Key messages to convey include:

- ◆ Walking, bicycling, or carpooling can decrease traffic around schools by reducing the number of cars dropping off students in the morning and picking them up in the afternoon
- ◆ Walking or bicycling to school are healthy ways to get exercise, which leads to better focus and concentration when kids arrive at school

Annual Walk & Roll to School Days

Encouragement

Walk and Roll to School days are events that encourage students and families to try walking or bicycling to school. The most popular events of this type are International Walk to School Day (held in early October) and Bike to School Day (held in early May). Many communities choose to celebrate walking and bicycling on both days, in addition to roller skating, skateboarding, and scootering. This approach is recommended for Colusa County, to encourage families to choose any mode of active transportation that meets their needs.

Families that live too far from their school to walk or bicycle the full distance should be encouraged to park at a designated location one-half to one mile from the campus. From there, parents and students can complete their trip by walking or bicycling.

Volunteers can set up a welcome table for participating students, and may opt to provide refreshments, small incentive prizes, or an interactive poster that allows students to record their mode of transportation used that day.

Once established, Walk & Roll to School Days can be expanded by adding monthly or weekly events; coordinating friendly competitions between schools, grade levels, or classrooms; or by organizing groups to walk or bicycle together.

Targeted Enforcement

Enforcement

Targeted enforcement efforts focus on reinforcing safety at known challenge locations, or address a specific behavior such as yielding to pedestrians in crosswalks. Bicycle and pedestrian collision data should be reviewed with local law enforcement annually to identify locations or behaviors to be addressed.

Student Hand Tallies & Parent Surveys

Evaluation

Student hand tallies and parent surveys are a cornerstone of SRTS programs, and are the best way to measure program efficacy in changing travel behavior and opinions. Student hand tallies and parent surveys should be conducted in the beginning of the program to set baselines. They should be conducted at the beginning of any SRTS program to gather baseline data, and be repeated annually as infrastructure projects and active transportation programs are implemented.

Teachers or volunteers collect hand tally data at the classroom level, asking students for information on how they traveled to and from school on two consecutive days that week. Tallies should be conducted in Fall and Spring each year on a Tuesday, Wednesday, or Thursday and collect information on the day of the tallies as well as the previous day. Avoid collecting data that may reflect unusual travel patterns due to minimum schedule days, holidays, Fridays, or school events.

Parent surveys gauge knowledge and opinions of walking and bicycling to school and are useful in measuring the efficacy of SRTS program activities. Surveys should be conducted once per year, with the first survey occurring before or very near the beginning of the SRTS program to establish baseline data for comparison.

The National Center for Safe Routes to School provides a standard survey form that gathers information on modes of travel to school, interest in and perceptions of walking and bicycling to school, barriers or challenges that prevent walking or bicycling to school, and interest in volunteer opportunities. Additional questions can be added to measure opinions on any specific challenges or opportunities within Colusa County or at the specific school site.

Over time, student hand tally and parent survey data can be used to evaluate the number of students using active transportation to get to school and measure progress over time. Parent surveys can provide valuable information on perceptions of walking and bicycling to school, and help guide future program activities to focus on priority areas of concern. If desired, hand tally results can also be used for a Golden Sneaker Contest or other friendly competition to encourage year-round walking and bicycling.

Year 2

Bicycle & Pedestrian Rodeo

Education

Bicycle and pedestrian “rodeos” or skills clinics teach students hands-on skills to bike and walk safely in real-world scenarios. Intersections, turns, and obstacles are marked out in a clear area like a closed parking lot or school blacktop, and students are guided through various stations by adult volunteers. Rodeos can be offered during school hours, as part of physical education curriculum, or as a voluntary after-school activity.

Bicycle rodeos teach hand signals, bicycle handling skills, and looking for traffic before exiting a driveway or crossing a street. They also include bicycle checks (and can include basic maintenance training for students) and information on how to fit a helmet properly. Some schools acquire a small fleet of bicycles to use for these rodeos, while others require students

to provide their own helmet and bicycle in good working condition to participate in the rodeo. This activity is recommended for students in 4th and 5th grades.

Pedestrian rodeos are similar to their bicycle counterparts, but focus on pedestrian skills like walking on the sidewalk, looking for traffic before crossing, and what to do if there is a street without a sidewalk. This activity is recommended for students in 2nd grade.

In-Class Curriculum

Education

In addition to hands-on skill building, classroom education focused on safe walking and bicycling is an important component of a SRTS program. Students are taught traffic safety skills that help them understand basic traffic laws and safety rules, in addition to incorporating lessons across biology, earth science, math, and art that focus on the benefits of active transportation.

As many of the roadways in Colusa County lack sidewalks, students walk on the shoulders. Part of the in-class curriculum should involve education for students as they walk along the shoulder such as making sure to walk toward oncoming traffic. This increases the likelihood of the student noticing when a vehicle is approaching and getting out of the way if necessary as well as the driver slowing down for safety as they approach where the student is walking.

Additionally, Colusa County experiences a higher level of truck traffic along its roads. Students should be taught about what to do when they see a truck approaching as part of the in-class curriculum.

California's Active Transportation Resource Center (ATRC) has a Pedestrian and Bicycle Safety Curriculum that includes nine lesson plans targeted at 4th and 5th grade levels, and many cities and counties have developed their own curricula for use at other levels. Each lesson in the ATRC curriculum is 45-90 minutes long, and meets Common Core standards. They cover a variety of subjects including math, the environment, physical education activities, and art projects.

Bicycle Repair Clinics

Education

For some students and families, a barrier to bicycling to school may be mechanical issues with their bike. Offering repair clinics can provide a relaxed environment where students and parents can learn to fix flat tires, adjust seat and handlebar positions, clean and oil their chain, and make other small repairs to maintain their bicycle in good working condition. Clinics can be offered as an in-class or after-school activity for middle and high school students, and may incorporate student volunteers who have demonstrated an understanding of mechanical skills.

Poster Contest

Education | Encouragement

A traffic safety poster contest is a fun way to engage students and their families in traffic safety principles, and raises awareness of the SRTS program in the broader community. After learning about bicycle and pedestrian safety in school, students are asked to create a poster illustrating

a safety concept they learned about. This can either be done in-class as an art activity, or completed at home as students discuss bicycle and pedestrian safety with their parents.

A judging panel of SRTS program staff, school staff, or other impartial adults should review all poster submissions and select a winner based on the quality of the artwork and the clarity of the safety concept being illustrated. If desired, more than one winner may be selected. Winning artwork can then be used to create new posters, banners, and other materials to expand the public safety media campaign.

Year 3

Monthly Walk & Roll to School Days

Encouragement

After annual Walk & Roll to School Days have been established, momentum can be used to add one day each month where students and families are encouraged to walk or bicycle to school. This is also a good opportunity to incorporate a Golden Sneaker Contest to maintain interest in the program.

Golden Sneaker Contest

Encouragement

A Golden Sneaker Contest is a fun, friendly competition used to encourage students to walk or bicycle to school. Students record their mode of transportation to school on a specific day or week, and a trophy is awarded to the group with the highest rate of participation.

Contests can be organized between individuals, classrooms, grade levels, or inter-school competitions. The scale is dependent on participation in the program—if only a few students in any given classroom are likely to participate, then a competition between schools or grade levels may be more competitive.

Many SRTS programs use a gold spray-painted sneaker as the contest trophy, giving this activity its name. The sneaker(s) can be donated by volunteers or purchased inexpensively through a local thrift store.

Walking School Bus & Bike Train

Encouragement | Enforcement

A walking school bus is an organized group of students who walk to school under the supervision of a parent or adult volunteer. Bike trains are similar, with students bicycling together. Parent or adult volunteers take turns walking or bicycling along an established route to and from school, collecting children from designated “bus stops” along the way. These activities can also reinforce safe walking and bicycling behavior by having adults model desired actions and discuss challenging situations with students. Younger students may prefer walking school buses until they are old enough to feel comfortable riding a bicycle for longer distances.

Volunteer leaders might be teachers, school or county staff, parents, grandparents, or other adults who have signed an agreement with the appropriate school or district. If enough children are participating in the activities, two adults per route may be needed to ensure adequate

supervision. Ideally, each volunteer should be responsible for no more than ten students walking or eight students on bicycles.

Schools and the County can encourage formation of Walking School Buses or Bike Trains during back-to-school marketing. Safety vests or marked umbrellas should be provided to identify leaders, and participating students must have a liability waiver signed by a parent or guardian.

Example volunteer forms and student permission forms for a Walking School Bus are provided in Appendix C.

SchoolPool

Encouragement

Carpooling or SchoolPooling is an alternative for families that live too far to walk or bike or when bussing is unavailable. Families who carpool reduce traffic congestion and improve air quality in the vicinity of the school. Schools and the County can encourage formation of SchoolPools during back-to-school marketing. Periodically, incentives can be offered to the parents who participate in SchoolPools such as hot chocolate when they arrive or gift cards to local businesses.

A. Plan and Policy Review

This Appendix contains a review of adopted planning and policy documents relevant to this Safe Routes to School Plan. Documents are grouped into local, regional, statewide, and federal efforts.

Goals, policies, and other items that relate directly to walking and bicycling are included in this review, while items that are less relevant have been omitted for clarity. As a result, numbering may be nonconsecutive.

Local Plans and Policies

City of Colusa General Plan (2007)

The City of Colusa General Plan emphasizes a livable community that supports walking and bicycling and enhances the rural, small-town character. The Circulation chapter describes existing bicycle and pedestrian facilities and a vision for future transportation in the community.

The General Plan notes a City policy to require new development to install sidewalks as part of street improvements. It also includes a discussion of LOS as an important goal for their roadway network.

Goals, policies, and actions that relate to walking and bicycling include the following.

- ◆ Policy CIR-1.8: Access to new schools shall be located away from major arterials and adjacent to pedestrian and bicycle routes.
 - Implementing Action CIR-1.8.a: Interagency Coordination. The City will work with the Colusa Unified School District and developers to plan for circulation to new schools that provide safe vehicle access and pedestrian/bicycle routes.

Goal CIR-4: To provide a city-wide system of safe, efficient, and attractive bicycle routes for commuter, school, medical, and recreational uses.

- ◆ Policy CIR-4.1: The City shall extend its network of bicycle paths to provide viable alternatives to vehicle transportation, especially for access to neighborhoods, commercial centers, schools, parks, and other key activity centers.
 - Implementing Action CIR-4.1.a: Bike Master Plan. The City will prepare and adopt a Bike Master Plan for the City's bike system that establishes priorities for new construction and improvements, as well as funding sources. In preparing the Bike Master Plan, the City will emphasize the construction of Class I bike paths that will promote safety by separating bicyclists from motorists. Discussion of a Bike Master Plan will include bicycle parking and a route(s) encircling the City, linking important points of interest (schools, parks, Sacramento River, etc.) together. The City will also coordinate its Bike Plan with an update to the Colusa County Bicycle Plan, in cooperation with Colusa County and the City of Williams.
 - Implementing Action CIR-4.1.b: Development Review. As part of the Development Review process, where appropriate, the City will require proposed development projects adjacent to existing or proposed bikeway routes to include bicycle paths

or lanes in their street improvement plans, and to construct the bicycle paths or lanes as a condition of project approval. The City will give priority to developments that include Class I bike paths consistent with the Bike Master Plan and General Plan policies.

- ◆ Policy CIR-4.2: The City shall encourage the use of bicycles by students at City schools, with an emphasis on safety.
 - Implementing Action CIR-4.2.a: Safe Routes to School Program. The City will work with the Colusa Unified School District and Caltrans to identify those routes eligible for Safe Routes to School improvements, and jointly pursue Safety Routes to Schools funding for identified improvements.
 - Implementing Action CIR-4.2.b: Public Awareness. The City will support a local safety awareness program for bicycling that targets school students.
 - Implementing Action CIR-4.2.c: Capital Improvement Program. The City will strive to identify funding through its Capital Improvement Program in combination with Colusa Unified School District funding, to construct needed improvements outside of those funded by the Safe Routes to Schools program.
- ◆ Policy CIR-4.3: The City shall require inclusion of bicycle parking facilities at all new major public and quasi-public facilities and commercial and employment sites. Major employers shall be encouraged to provide showers and lockers in their facilities to encourage biking.
 - Implementing Action CIR-4.3.a: Bike Master Plan. The City will develop a Bike Master Plan for the City's bike system that establishes priorities for new construction and improvements, as well as funding sources. In preparing the Bike Master Plan, the City should emphasize the construction of bicycle parking and support facilities.

Goal CIR-5: To provide a city-wide system of safe, efficient and attractive pedestrian routes for commuter, school, medical, and recreational use.

- ◆ Policy CIR-5.1: The City shall emphasize use of pedestrian pathways and sidewalks as an integral part of the City's circulation system.
 - Implementing Action CIR-5.1.a: Ordinance and Regulations Review and Update. As part of the Public Works Improvement Standards update, the City will incorporate sidewalk standards to increase pedestrian safety, use, and aesthetics, including the following principles:
 - Maintain ample sidewalk widths in residential areas and in commercial areas as identified in the City's Public Works Improvement Standards
 - Consider use of decorative concrete, stamps, and other aesthetic treatments for sidewalks in commercial locations or areas used for public gathering
 - Include streetscape amenities with sidewalks, such as street trees, landscape planters, and benches
 - Provide adequate and aesthetically pleasing lighting of sidewalks to improve safety and encourage evening use by City residents
 - Implementing Action CIR-5.1.b: Capital Improvement Program (CIP). The City will identify needed sidewalk improvements in the CIP, along with potential funding sources, to ensure that pedestrian access is maintained. This would include curb cuts to improve access for disabled persons.
 - Implementing Action CIR-5.1.c: Development Review. As part of the Development Review process, future subdivision design will be required to provide pedestrian circulation and connectivity into established areas of the City by providing sidewalks and pedestrian pathways, as appropriate, in accordance with the City standards.

City of Williams General Plan (2012)

The General Plan notes many local streets in Williams are more than 40 feet wide, and recommends future local streets be constructed at 28 feet wide. It also includes a discussion of vehicle LOS as the standard to measure efficacy of the street network.

Pedestrian circulation is listed as high-priority near schools and school bus stops in Williams, to support walking to school. Complete Streets is also listed as a key guiding concept in the development of the circulation system in the community.

Goals in the General Plan that are most relevant to walking and bicycling include:

Goal 1: Coordinate the development of a circulation network incorporating multi-modal circulation programs.

Goal 4: Promote alternative travel modes, including transit, pedestrian, bicycle, and rail systems.

Policies and actions that relate to this Safe Routes to School Plan are listed below.

- ◆ Policy 8.b: Establish Complete Street Subdivision Criteria for new development and improve convenience, energy efficiency, and safety for multi-modal travel in existing neighborhoods.
 - Action 8.b-2: New development shall incorporate connected street and pedestrian/bicycle networks, with many connections between new and older neighborhoods and between neighborhood and commercial and downtown areas.
 - Action 8.b-4: The City shall consider restriction of on-street parking on major and secondary arterials when needed to provide additional street capacity and/or accommodate bicycle lanes.
- ◆ Policy 8.c: Monitor the operations and performance of the multi-modal circulation system.
 - Action 8.c-4: The City will seek funding for, and include pedestrian and bicycle improvements in Capital Improvement Planning, as feasible. Such improvements will include, but are not limited to:
 - Construction of sidewalks where they do not currently exist
 - Widening of sidewalks in high pedestrian traffic areas
 - Installation of bike paths and lanes
 - Improved crossings of roads and railroad for bicycles and pedestrians
- ◆ Policy 8.d: Maintain roadways and circulation improvements to ensure safe, energy efficient and convenient daily travel for pedestrians, bicyclists, transit users, and drivers as Williams grows.
 - Action 8.d-3: New development shall construct and dedicate and/or contribute to a connected bicycle/pedestrian network that is designed to promote travel to schools, parks, and other major destinations.
 - Action 8.d-4: Bicycle parking should be provided as a part of all non-residential development.
 - Action 8.d-6: The City shall maintain and update a Bikeway Master Plan to guide the orderly provision of bikeway facilities throughout the City.
 - Action 8.d-9: Limit driveway intersections and curb cuts along arterial and collector roadways in order to provide improved mobility and public safety.
 - Action 8.d-11: Provide dedicated pedestrian and bike lanes on the E Street overpass of I-5, as recommended in Chapter 5, Open Spaces and Conservation.

- ◆ Policy 8.e: Improve travel safety, accessibility and energy efficiency.
 - Action 8.e-2: The City shall consider changes in speed limits, parking and turning restrictions to enhance public safety.
- ◆ Policy 8.h: Provide for desirable and safe alternative access to schools, parks, and shopping areas from residential areas within the City.
 - Action 8.h-4: The City shall plan and require construction of bikeways, sidewalks, and pedestrian access ways to major destination points with emphasis on providing connecting access to schools, parks and shopping centers from residential neighborhoods.
 - Action 8.h-5: The City shall evaluate the pedestrian and bicycle safety of critical circulation links, such as the E Street Bridge over Highway 5, and make improvements to these linkages to facilitate safe travel.
- ◆ Policy 8.j: Improve and maintain the system of sidewalks and crosswalks to promote a pedestrian-friendly community
 - Action 8.j-1 The City shall identify and prioritize major sidewalk improvements.
 - Action 8.j-2: The City shall comply with the Americans with Disabilities Act (ADA) and construct improvements to enhance accessibility.
 - Action 8.j-3: The City shall provide crosswalks at signalized intersections and improve pedestrian access across railroad track crossings.

Regional Plans and Policies

Colusa County General Plan (2013)

The countywide General Plan includes vehicle LOS as a performance measure for roadways, noting this was the prevailing measurement standard at the time.

Goals, objectives, and policies that relate to this Safe Routes to School plan are listed below.

Goal CIRC-1: Provide an efficient multi-modal road and highway system that meets the needs of all users for the movement of people and goods.

- ◆ Objective CIRC-1A: Maintain safe and efficient operating conditions on all county roadways.
 - Policy CIRC 1-3: Address the concept of “complete” streets, which requires more complete consideration of all users of the street, in new development and roadway improvement projects.
 - Policy CIRC 1-19: Include safe routes to schools in new development projects, where appropriate.
 - Action CIRC 1-C: Establish a County transportation impact fee program that addresses impacts to Countywide transportation facilities and establish or update community-level fee programs to address impacts to local roadways in communities projected to accommodate the majority of growth in the next 5-10 years, including Arbuckle, Maxwell, and the unincorporated areas around Colusa and Williams. The program should address: timely construction of necessary improvements to accommodate existing needs and projected growth, a stable source of funding for necessary road improvements, and that new development pays for its fair share of impacts to local facilities, regional facilities, and interchanges on the State Highway System.

- Action CIRC 1-D: Review and revise roadway standards for community and rural areas to ensure that the standards are adequate to accommodate complete streets, addressing the following factors as applicable: number of travel lanes, lane width, medians, drainage control, shoulder width, parking lanes, bike lanes, fire and emergency response standards, curb and gutter design, landscaped strip and sidewalk width. The revised standards should also include a requirement for a 40-foot minimum easement width when creating an access easement or road when one or more parcels is to be accessed.
 - Action CIRC 1-E: Seek funding for the Safe Routes to Schools program.
- ◆ Objective CIRC-1C: Promote and ensure the provision of safe, convenient and attractive sidewalks, bikeways, and trails where appropriate for local, regional, and recreational travel.
 - Policy CIRC 1-28: Work with appropriate agencies to implement a regional bikeway system that connects the cities, larger unincorporated communities, recreation destinations, and scenic areas as shown in Figure CIRC-3. Implement a dedicated multi-purpose bikeway between Arbuckle, Maxwell, Williams, and Colusa as a part of this effort.
 - Policy CIRC 1-29: Create a complete bikeway and sidewalk system within each community, including the completion of existing systems and provide connections to the regional system. Create walkways and bikeways that connect existing paths where feasible, and that connect to downtown/community core areas, schools, grocery stores, parks, and other community features.
 - Policy CIRC 1-30: Ensure that existing and new pedestrian facilities are compliant with the Americans with Disabilities Act (ADA).
 - Policy CIRC 1-32: Support development of facilities that link bicyclists and pedestrians with other modes of transportation.
 - Policy CIRC 1-34: Sidewalks should be required within all new development at urban densities if such development is contiguous or within the communities of Arbuckle, Maxwell, Grimes, or Princeton. This requirement also applies to the unincorporated portions of Colusa and Williams, and its adoption by each of these two cities is encouraged.

Colusa County Regional Transportation Plan (2013)

The Colusa County Regional Transportation Plan (RTP) includes both policy and infrastructure recommendations for bicycling and walking in the area.

The RTP notes existing challenges facing bicyclists and pedestrians include a lack of bicycle facilities and regional connections in the County, and a need for new sidewalks and bikeways to close gaps in the network.

Policies relevant to this SRTS Plan include:

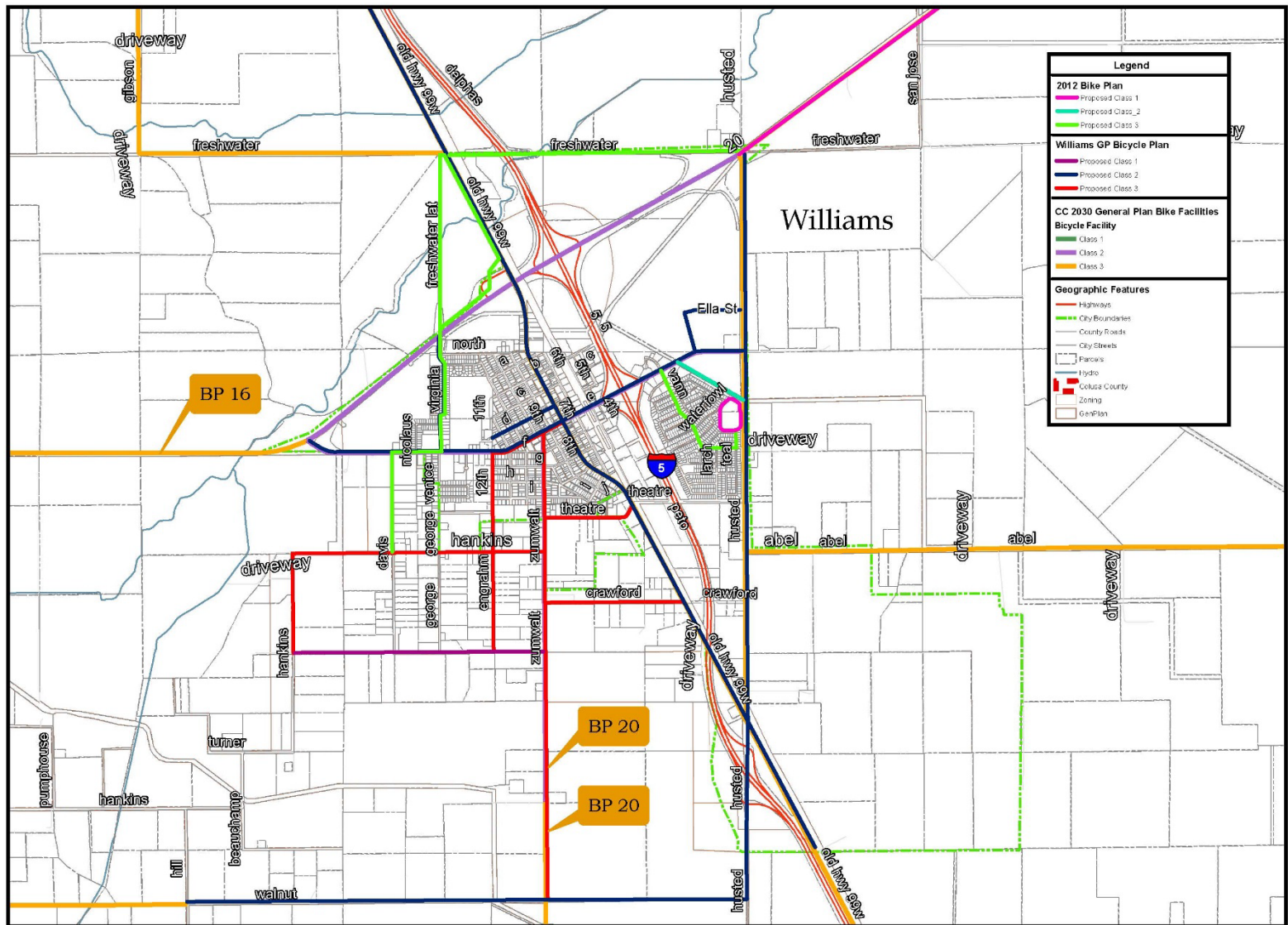
- ◆ Goal 1.1: Provide mobility for people and goods in Colusa County on a reliable system.
 - Policy 1.1.1: Promote a balanced multi-modal transportation system that considers all modes.
- ◆ Goal 2.3: Develop a continuous countywide pedestrian and bikeway system that is part of the multi-modal regional transportation network.
 - Policy 2.3.1: Develop pedestrian and bicycle routes and promote them as alternative modes of travel.

- ◆ Goal 3.2: Rehabilitation and maintenance of the existing road system shall be a high priority of the County.
 - Policy 3.2.1: Design and fund improvements of transportation facilities with primary consideration to providing for the safety of school children and local residents on existing and proposed facilities.

Colusa County Bicycle Plan (2012)

The Colusa County Bicycle Plan seeks to fulfill the provisions outlined in the General Plan, including a safe network of bicycle facilities within and between communities, improved access to recreation areas and other high-demand locations, and to promote efficiency by making use of existing easements or levees and requiring dedication of new easements with development.

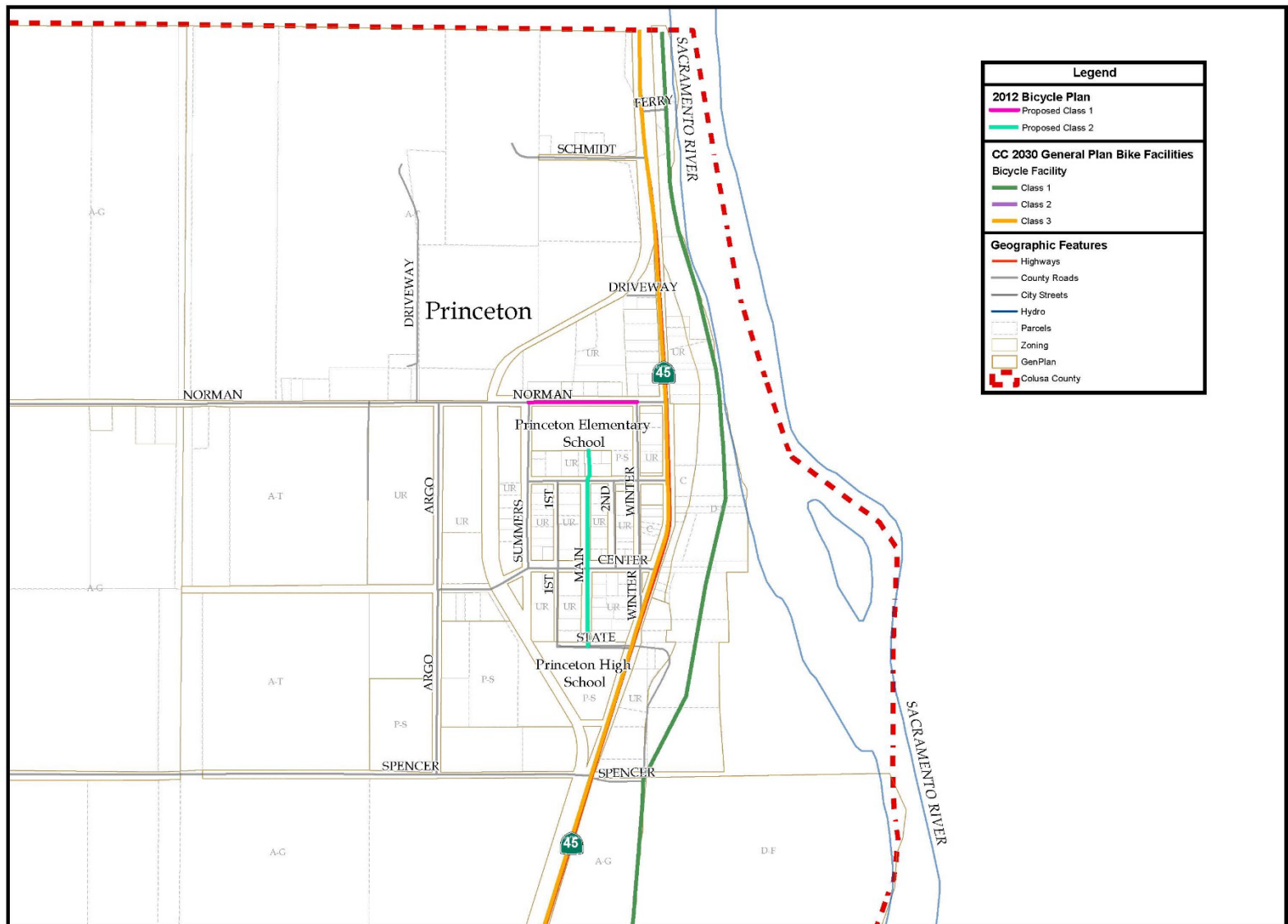
Bikeways proposed in each of the County's communities are shown on the following pages.



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Colusa County Bicycle Plan
Williams Area
November 23, 2012



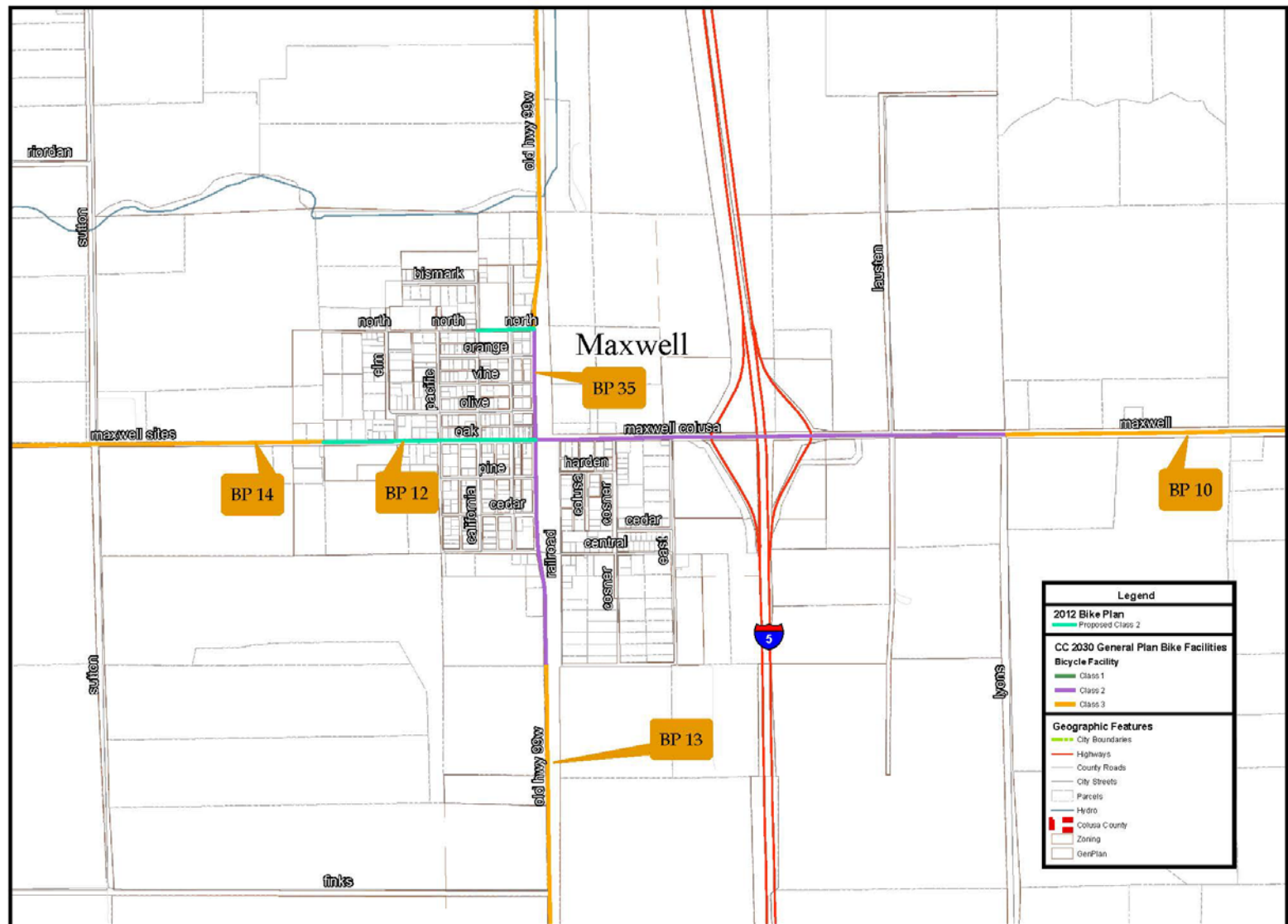


Legend	
2012 Bicycle Plan	
—	Proposed Class 1
—	Proposed Class 2
CC 2030 General Plan Bike Facilities	
Bicycle Facility	
—	Class 1
—	Class 2
—	Class 3
Geographic Features	
—	Highways
—	County Roads
—	City Streets
—	Hydro
 	Parcels
 	Zoning
 	GenPlan
 	Colusa County

0 0.125 0.25 Miles

Colusa County Bicycle Plan
Princeton Area Map
November 23, 2012

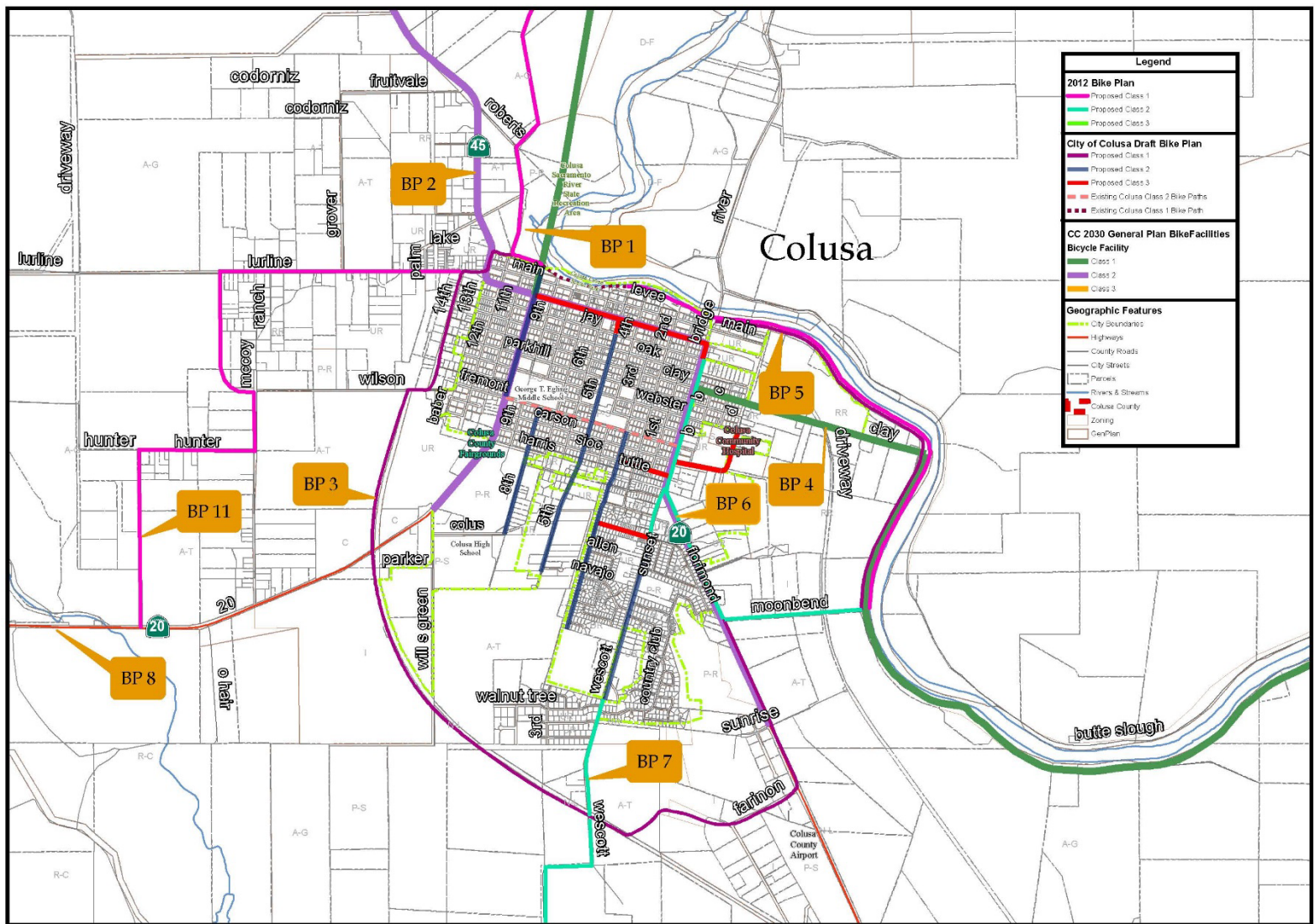




0 0.2 0.4 Miles

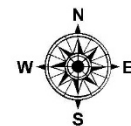
Colusa County Bicycle Plan
Maxwell Area
November 23, 2012

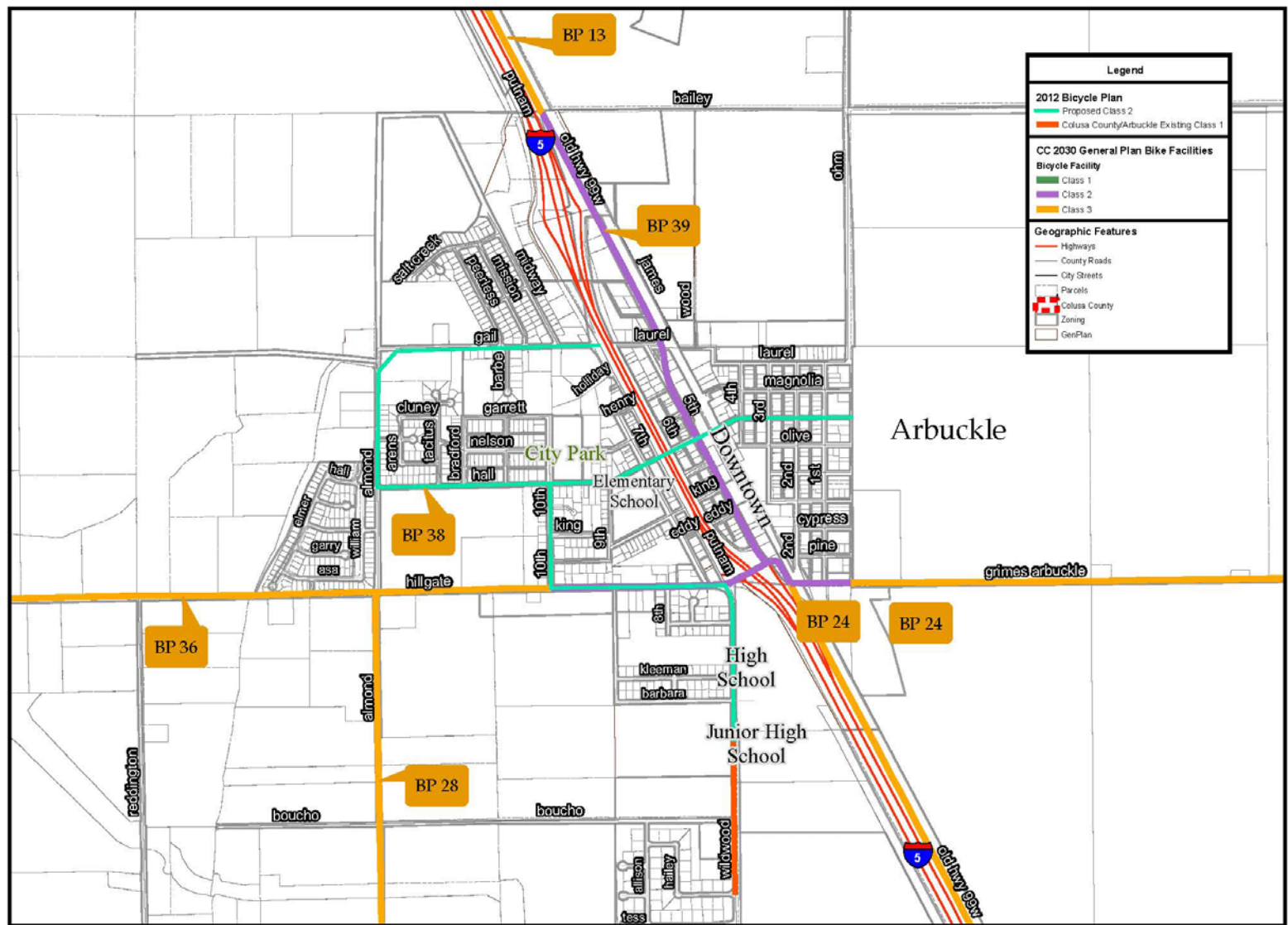




0 0.25 0.5
Miles

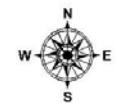
Colusa County Bicycle Plan
Colusa Area Map
November 23, 2012





0 0.25 0.5 Miles

Colusa County Bicycle Plan
Arbuckle Area
November 23, 2012



Statewide Plans and Policies

AB 32 – Global Warming Solutions Act (2006) & SB 375 – Sustainable Communities and Climate Protection Act (2009)

The past five years have seen an expansion of legislative and planning efforts in California to reduce emissions of greenhouse gases (GHGs) in order to mitigate climate change. Assembly Bill 32, the California Global Warming Solutions Act of 2006, aims to reduce the state's GHG emissions to 1990 levels by 2020 and to 80 percent below 1990 levels by 2050. Meanwhile, Senate Bill 375, passed into law in 2008, is the first in the nation that will attempt to control GHG emissions by directly linking land use to transportation. The law required the state's Air Resources Board to develop regional targets for reductions in GHG emissions from passenger vehicles for 2020 and 2035 as a way of supporting the targets in AB32.

AB 1358 – Complete Streets Act (2008)

In future years, all jurisdictions will have to incorporate complete streets into their planning. Assembly Bill 1358 requires “that the legislative body of a city or county, upon any substantive revision of the circulation element of the general plan, modify the circulation element to plan for a balanced, multimodal transportation network that meets the needs of all users [including] motorists, pedestrians, bicyclists, children, persons with disabilities, seniors, movers of commercial goods, and users of public transportation....” This provision of the law went into effect on January 1, 2011, and can be expected to result in a new generation of circulation elements and a surge in complete streets policies around the state as general plans are updated over time.

SB 99 – Active Transportation Program Act (2013)

The Active Transportation Program was established by this legislation in 2013, and serves as the mechanism for distributing federal funds for local and regional efforts to promote walking and bicycling. It specifies goals that the funding will be disbursed to help meet, including increasing the mode shares of biking and walking trips, increasing safety for non-motorized users, and providing support to disadvantaged communities to promote transportation equity.

Caltrans Complete Streets Policy (2001) and Deputy Directive 64 (2008)

In 2001, the California Department of Transportation (Caltrans) adopted Deputy Directive 64, “Accommodating Non-Motorized Travel,” which contained a routine accommodation policy. The directive was updated in 2008 as “Complete Streets – Integrating the Transportation System.” The new policy includes the following language:

The Department views all transportation improvements as opportunities to improve safety, access, and mobility for all travelers in California and recognizes bicycle, pedestrian, and transit modes as integral elements of the transportation system.

The Department develops integrated multimodal projects in balance with community goals, plans, and values. Addressing the safety and mobility needs of bicyclists, pedestrians, and transit users in all projects, regardless of funding, is implicit in these objectives. Bicycle, pedestrian and transit travel is facilitated by creating “complete streets” beginning early in system planning and continuing through project delivery and maintenance operations.

The directive establishes Caltrans' own responsibilities under this policy. The responsibilities Caltrans assigns to various staff positions under the policy include the following:

- ◆ Ensure bicycle, pedestrian, and transit interests are appropriately represented on interdisciplinary planning and project delivery development teams.
- ◆ Ensure bicycle, pedestrian, and transit user needs are addressed and deficiencies identified during system and corridor planning, project initiation, scoping, and programming.
- ◆ Ensure incorporation of bicycle, pedestrian, and transit travel elements in all Department transportation plans and studies.
- ◆ Promote land uses that encourage bicycle, pedestrian, and transit travel.
- ◆ Research, develop, and implement multimodal performance measures.

In part to address these issues, Caltrans adopted the Complete Streets Implementation Action Plan in 2010. The plan sets forth actions under seven categories to be completed by various Caltrans districts and divisions within certain timelines to institutionalize complete streets concepts and considerations within the department. The action categories include updating departmental plans, policies, and manuals; raising awareness; increasing opportunities for training; conducting research projects; and actions related to funding and project selection. As one of its implementation activities, Caltrans updated the Highway Design Manual in large part to incorporate multi-modal design standards.

California Transportation Plan 2040 (2016)

The California Transportation Plan 2040 seeks to provide for mobility and accessibility of people, goods, services, and information throughout California. It encourages consideration of bicycle and pedestrian facilities in capacity improvement projects, and promotes integration of active transportation into modeling and projection efforts.

The Plan also speaks to the public health benefits of active transportation, urging better education of youth on personal health and air quality impacts of making trips by bicycle or on foot.

Federal Plans and Policies

US DOT Policy Statement on Bicycle and Pedestrian Accommodation Regulations and Recommendations (2010)

The United States Department of Transportation (US DOT) issued this Policy Statement to support and encourage transportation agencies at all levels to establish well-connected walking and bicycling networks. The following Policy Statement and actions are relevant to this SRTS Plan.

Policy Statement

The DOT policy is to incorporate safe and convenient walking and bicycling facilities into transportation projects. Every transportation agency, including DOT, has the responsibility to improve conditions and opportunities for walking and bicycling and to integrate walking and bicycling into their transportation systems. Because of the numerous individual and community benefits that walking and bicycling provide – including health, safety, environmental, transportation, and quality of life – transportation agencies are encouraged to go beyond minimum standards to provide safe and convenient facilities for these modes.

Recommended Actions

The DOT encourages States, local governments, professional associations, community organizations, public transportation agencies, and other government agencies, to adopt similar policy statements on bicycle and pedestrian accommodation as an indication of their commitment to accommodating bicyclists and pedestrians as an integral element of the transportation system. In support of this commitment, transportation agencies and local communities should go beyond minimum design standards and requirements to create safe, attractive, sustainable, accessible, and convenient bicycling and walking networks. Such actions should include:

- ◆ Considering walking and bicycling as equals with other transportation modes: The primary goal of a transportation system is to safely and efficiently move people and goods. Walking and bicycling are efficient transportation modes for most short trips and, where convenient intermodal systems exist, these nonmotorized trips can easily be linked with transit to significantly increase trip distance. Because of the benefits they provide, transportation agencies should give the same priority to walking and bicycling as is given to other transportation modes. Walking and bicycling should not be an afterthought in roadway design.
- ◆ Ensuring that there are transportation choices for people of all ages and abilities, especially children: Pedestrian and bicycle facilities should meet accessibility requirements and provide safe, convenient, and interconnected transportation networks. For example, children should have safe and convenient options for walking or bicycling to school and parks. People who cannot or prefer not to drive should have safe and efficient transportation choices.
- ◆ Going beyond minimum design standards: Transportation agencies are encouraged, when possible, to avoid designing walking and bicycling facilities to the minimum standards. For example, shared-use paths that have been designed to minimum width requirements will need retrofits as more people use them. It is more effective to plan for increased usage than to retrofit an older facility. Planning projects for the long-term should

anticipate likely future demand for bicycling and walking facilities and not preclude the provision of future improvements.

- ◆ Integrating bicycle and pedestrian accommodation on new, rehabilitated, and limited-access bridges: DOT encourages bicycle and pedestrian accommodation on bridge projects including facilities on limited-access bridges with connections to streets or paths.
- ◆ Collecting data on walking and biking trips: The best way to improve transportation networks for any mode is to collect and analyze trip data to optimize investments. Walking and bicycling trip data for many communities are lacking. This data gap can be overcome by establishing routine collection of nonmotorized trip information. Communities that routinely collect walking and bicycling data are able to track trends and prioritize investments to ensure the success of new facilities. These data are also valuable in linking walking and bicycling with transit.
- ◆ Setting mode share targets for walking and bicycling and tracking them over time: A byproduct of improved data collection is that communities can establish targets for increasing the percentage of trips made by walking and bicycling.

Improving nonmotorized facilities during maintenance projects: Many transportation agencies spend most of their transportation funding on maintenance rather than on constructing new facilities. Transportation agencies should find ways to make facility improvements for pedestrians and bicyclists during resurfacing and other maintenance projects.

B. Program Example Documents

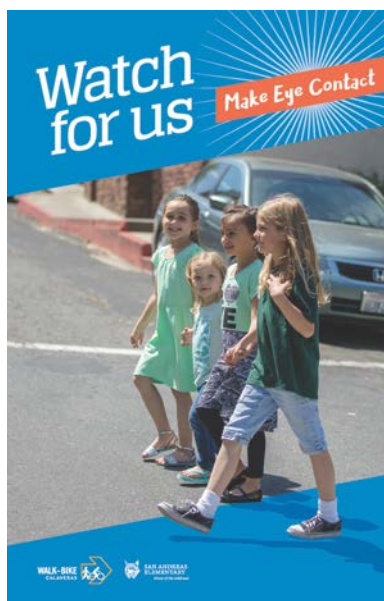
This appendix presents example guidance documents and other materials for programs recommended in Chapter 3.

Media Campaign

Education | Encouragement

Example Messaging

- ◆ Sonoma County Transit “You’ve got a friend who bikes!”
- ◆ Calaveras County “Drive like your kids walk here”



Calaveras County developed a safety campaign using professional photographs of local students, and used the same template to expand on the campaign with student poster artwork and implementation at additional schools

Back-to-School Marketing

Education | Encouragement

A back-to-school marketing effort can promote walking, bicycling, school buses, and carpooling as attractive ways to get to school. Marketing should include distribution of posters developed by the school, suggested walking and bicycling route maps, flyers or information about upcoming walk and bike to school events, or safety information. Parents should also be encouraged to provide their contact information if they are interested in volunteering for the SRTS program.

Marketing efforts can include tabling at back-to-school nights or other events in the fall, sending material home with fall school enrollment packets, or sending “backpack mail” with students to share with their parents early in the school year. Key messages to convey include:

- ◆ Walking, bicycling, or carpooling can decrease traffic around schools by reducing the number of cars dropping off students in the morning and picking them up in the afternoon
- ◆ Walking or bicycling to school are healthy ways to get exercise, which leads to better focus and concentration when kids arrive at school

Walk & Roll to School Days

Encouragement

Walk and Roll to School days are events that encourage students and families to try walking or bicycling to school. The most popular events of this type are International Walk to School Day (held in early October) and Bike to School Day (held in early May). Many communities choose to celebrate walking and bicycling on both days, in addition to roller skating, skateboarding, and scootering. This approach is recommended for Colusa County, to encourage families to choose any mode of active transportation that meets their needs.




Families that live too far from their school to walk or bicycle the full distance should be encouraged to park at a designated location one-half to one mile from the campus. From there, parents and students can complete their trip by walking or bicycling.

Volunteers can set up a welcome table for participating students, and may opt to provide refreshments, small incentive prizes, or an interactive poster that allows students to record their mode of transportation used that day.

Once established, Walk & Roll to School Days can be expanded by adding monthly or weekly events; coordinating friendly competitions between schools, grade levels, or classrooms; or by organizing groups to walk or bicycle together.



Walk & Roll to School Day | May 10

Walk	Bike	Roll	Total	Number of Students in Class	Percent Participating
					

School: _____

Teacher Name: _____

Grade: _____



Targeted Enforcement

Enforcement

Targeted enforcement efforts focus on reinforcing safety at known challenge locations, or address a specific behavior such as yielding to pedestrians in crosswalks. Bicycle and pedestrian collision data should be reviewed with local law enforcement annually to identify locations or behaviors to be addressed.

Student Hand Tallies & Parent Surveys

Evaluation

Student hand tallies and parent surveys are a cornerstone of SRTS programs, and are the best way to measure program efficacy in changing travel behavior and opinions.

Teachers or volunteers collect hand tally data at the classroom level, asking students for information on how they traveled to and from school on two consecutive days that week. Tallies should be conducted in Fall and Spring each year on a Tuesday, Wednesday, or Thursday and collect information on the day of the tallies as well as the previous day. Avoid collecting data that may reflect unusual travel patterns due to minimum schedule days, holidays, Fridays, or school events.

Parent surveys gauge knowledge and opinions of walking and bicycling to school and are useful in measuring the efficacy of SRTS program activities. Surveys should be conducted once per year, with the first survey occurring before or very near the beginning of the SRTS program to establish baseline data for comparison.

The National Center for Safe Routes to School provides a standard survey form that gathers information on modes of travel to school, interest in and perceptions of walking and bicycling to school, barriers or challenges that prevent walking or bicycling to school, and interest in volunteer opportunities. Additional questions can be added to measure opinions on any specific challenges or opportunities within Colusa County or at the specific school site.

Over time, student hand tally and parent survey data can be used to evaluate the number of students using active transportation to get to school and measure progress over time. Parent surveys can provide valuable information on perceptions of walking and bicycling to school, and help guide future program activities to focus on priority areas of concern. If desired, hand tally results can also be used for a Golden Sneaker Contest or other friendly competition to encourage year-round walking and bicycling.

Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY															+			
School Name:										Teacher's First Name:					Teacher's Last Name:				
Grade: (PK,K,1,2,3...)			Monday's Date (Week count was conducted)					Number of Students Enrolled in Class:											
<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>			<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>					<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>											
0 2			M M D D Y Y Y Y					1 5											
<ul style="list-style-type: none"> Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted) Please do not conduct these counts on Mondays or Fridays. Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once. Ask your students as a group the question "How did you arrive at school today?" Then, reread each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box. Follow the same procedure for the question "How do you plan to leave for home after school?" You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions. Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too). 																			
Step 1. Fill in the weather conditions and number of students in each class										Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.									
Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other										
	S= sunny R= rainy O= overcast SN= snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.										
Sample AM	S N	2 0	2	3	8	3		3	1										
Sample PM	R	1 9	3	3	8	1	2	2											
Tues. AM																			
Tues. PM																			
Wed. AM																			
Wed. PM																			
Thurs. AM																			
Thurs. PM																			
Please list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.																			
+																+			

+	+
8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No	
9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade	
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box	
10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)	11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)
<input type="checkbox"/> Distance.....	<input type="checkbox"/> My child already walks or bikes to/from school <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Convenience of driving.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Time.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Child's before or after-school activities.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Speed of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Amount of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Adults to walk or bike with.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Sidewalks or pathways.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Safety of intersections and crossings.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Crossing guards.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Violence or crime.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Weather or climate.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box	
12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?	
<input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages	
13. How much fun is walking or biking to/from school for your child?	
<input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring	
14. How healthy is walking or biking to/from school for your child?	
<input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy	
Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box	
15. What is the highest grade or year of school you completed?	
<input type="checkbox"/> Grades 1 through 8 (Elementary)	<input type="checkbox"/> College 1 to 3 years (Some college or technical school)
<input type="checkbox"/> Grades 9 through 11 (Some high school)	<input type="checkbox"/> College 4 years or more (College graduate)
<input type="checkbox"/> Grade 12 or GED (High school graduate)	<input type="checkbox"/> Prefer not to answer
16. Please provide any additional comments below.	
<div style="border: 1px solid black; width: 100%;"></div> <div style="border: 1px solid black; width: 100%;"></div> <div style="border: 1px solid black; width: 100%;"></div>	

- PARA PADRES -

¡Gracias por participar en esta encuesta!

+

[illegible]

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)

Y

+

- +

- ☐
- No lo sé / No estoy seguro/a

+

+

+					+																																	
<p>8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta hacia o desde la escuela? <input type="checkbox"/> Sí <input type="checkbox"/> No</p>																																						
<p>9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre PK,K,1,2,3...) <input type="text"/> grado 0 <input type="checkbox"/> No me sentiría cómodo/a en ningún grado</p>																																						
<p>¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X"</p>																																						
<p>10. ¿Cuáles de las siguientes situaciones afectaron su decisión de permitir, o no permitir, que su niño camine o ande en bicicleta hacia o desde la escuela? (marque todas las que correspondan)</p> <p><input type="checkbox"/> Distancia.....</p> <p><input type="checkbox"/> Conveniencia de manejar.....</p> <p><input type="checkbox"/> Tiempo.....</p> <p><input type="checkbox"/> Actividades antes o después de la escuela.....</p> <p><input type="checkbox"/> Velocidad del tránsito en la ruta.....</p> <p><input type="checkbox"/> Cantidad de tránsito en la ruta.....</p> <p><input type="checkbox"/> Adultos que acompañen a su niño.....</p> <p><input type="checkbox"/> Aceras o caminos.....</p> <p><input type="checkbox"/> Seguridad de las intersecciones y cruces.....</p> <p><input type="checkbox"/> Guardias de cruce peatonal.....</p> <p><input type="checkbox"/> Violencia o crimen.....</p> <p><input type="checkbox"/> Tiempo o clima.....</p>			<p>11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)</p> <p><input type="checkbox"/> Mi hijo(a) ya viaja a pie o en bicicleta a/desde la escuela</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> <tr> <td><input type="checkbox"/> Sí</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> No estoy seguro/a</td> </tr> </table>			<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a	<input type="checkbox"/> Sí	<input type="checkbox"/> No	<input type="checkbox"/> No estoy seguro/a
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<p>12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela?</p> <p><input type="checkbox"/> Anima Fuertemente <input type="checkbox"/> Anima <input type="checkbox"/> Ni uno ni otro <input type="checkbox"/> Desalienta <input type="checkbox"/> Desalienta Fuertemente</p>																																						
<p>13. ¿Qué tan DIVERTIDO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Divertido <input type="checkbox"/> Divertido <input type="checkbox"/> Neutral <input type="checkbox"/> Aburrido <input type="checkbox"/> Muy Aburrido</p>																																						
<p>14. ¿Qué tan SANO es caminar o andar en bicicleta hacia o desde la escuela para su niño?</p> <p><input type="checkbox"/> Muy Sano <input type="checkbox"/> Sano <input type="checkbox"/> Neutral <input type="checkbox"/> Malsano <input type="checkbox"/> Muy Malsano</p>																																						
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<p>15. ¿Cuál es el grado o el año más alto de educación que usted terminó?</p> <table style="width: 100%;"> <tr> <td><input type="checkbox"/> Grados 1 a 8 (Escuela primaria)</td> <td><input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)</td> </tr> <tr> <td><input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria)</td> <td><input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)</td> </tr> <tr> <td><input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria)</td> <td><input type="checkbox"/> Prefiero no contestar</td> </tr> </table>						<input type="checkbox"/> Grados 1 a 8 (Escuela primaria)	<input type="checkbox"/> Universidad 1 a 3 años (alguna universidad o escuela técnica)	<input type="checkbox"/> Grados 9 a 11 (alguna High School/secundaria)	<input type="checkbox"/> Universidad 4 años o más (graduado de la universidad)	<input type="checkbox"/> Grado 12 o GED (graduado High School/secundaria)	<input type="checkbox"/> Prefiero no contestar																											
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<p>16. Por favor proporcione comentarios adicionales:</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>																																						

Bicycle & Pedestrian Rodeo

Education

Bicycle and pedestrian “rodeos” or skills clinics teach students hands-on skills to bike and walk safely in real-world scenarios. Intersections, turns, and obstacles are marked out in a clear area like a closed parking lot or school blacktop, and students are guided through various stations by adult volunteers. Rodeos can be offered during school hours, as part of physical education curriculum, or as a voluntary after-school activity.

Bicycle rodeos teach hand signals, bicycle handling skills, and looking for traffic before exiting a driveway or crossing a street. They also include bicycle checks (and can include basic maintenance training for students) and information on how to fit a helmet properly. Some schools acquire a small fleet of bicycles to use for these rodeos, while others require students to provide their own helmet and bicycle in good working condition to participate in the rodeo. This activity is recommended for students in 4th and 5th grades.

Pedestrian rodeos are similar to their bicycle counterparts, but focus on pedestrian skills like walking on the sidewalk, looking for traffic before crossing, and what to do if there is a street without a sidewalk. This activity is recommended for students in 2nd grade.

Bicycle Skills Clinic Schedule

This schedule outlines key milestones and actions to guide successful coordination of a Bicycle Skills Clinic.

Three Months Before the Clinic

- ◆ Select a date for the clinic. Coordinate with school staff to make sure there are no conflicts with testing or other school activities.
 - Begin recruiting volunteers and Station Leaders
 - Decide on Skills Clinic format:
- ◆ Clinics held during school hours ensure all students participate, including sharing bicycles between students or having students without helmets walk through the stations to practice the safety skills. Multiple sessions may be needed to accommodate all classes and keep the clinic to a reasonable size.
- ◆ Clinics held after school are voluntary, so fewer students may participate. Usually only one session is needed, which can reduce volunteer time commitments.
- ◆ Share Bicycle & Pedestrian Safety Curriculum for in-class lessons with the appropriate teachers, and discuss a schedule to incorporate lessons in the month leading up to the Skills Clinic
- ◆ If covering all lessons is not feasible, key lessons are: Lesson 4 Rules of the Road, Lesson 6 Silent Safety Signals, and Lesson 7 Get Your Helmet On
- ◆ Review materials list to identify what items need to be purchased or made. Begin collecting necessary materials.

Six Weeks Before the Clinic

- ◆ Check-in with school staff:
 - Confirm date and time of Clinic
 - Identify who will provide access to campus for parked cars at Driveways station, and to deliver all other props and materials the morning of the clinic
- ◆ Check-in with appropriate teachers to confirm they are comfortable with the Bicycle & Pedestrian Safety Curriculum and will be able to cover key lessons in advance of the Skills Clinic
- ◆ Continue recruiting volunteers and Station Leaders

One Week Before the Clinic

- ◆ Confirm Skills Clinic area is reserved, and any conflicting activities have been relocated or rescheduled
- ◆ Confirm arrival time and day with all volunteers
- ◆ Send Station Leaders and volunteers their station assignments and instructions. Ask them to review the material and make sure they understand how their station will work, and the key learning objectives for students.
- ◆ Confirm all materials and props have been acquired, and identify who is responsible for bringing each item to the Clinic site on the day of the event (or the previous day for setup).

Day Before the Clinic

- ◆ Check over the Skills Clinic area and sweep any debris
- ◆ Measure and mark out each station, including positions for parked cars at Driveways station

Skills Clinic Day

- ◆ Move parked cars for Driveways station into position
- ◆ Touch up any chalk or tape lines that were marred overnight
- ◆ Place traffic cones, stop signs, garbage can, and sponges at their appropriate station locations

Bicycle Skills Clinic Overview

Stations Overview

The Bicycle Skills Clinic includes six stations, each designed to offer instruction or practice at one or more important bicycle safety skills.

- ◆ **Station 1: Bicycle Equipment Check** teaches students why it is important to keep their bicycle in good working condition, and perform an “ABC Quick Check” before every ride. This means they check the Air in their tires, that their Brakes are working well, the Chain, Crank, and Cassette are turning smoothly, Quick release levers are all tightened, and take a short Check ride to identify any obvious problems.
- ◆ **Station 2: Helmets** teaches students the importance of wearing a properly fitted helmet to reduce the risk of a serious head injury in the event of a fall. Students learn how to adjust their helmets so they are snug and level on their heads, with straps tightened appropriately.
- ◆ **Station 3: Controlled Riding** emphasizes maintaining control of the bicycle while starting, stopping, signaling, and turning. Sponges are added on later passes to allow students to practice avoiding obstacles without swerving. Right turn and right turn signal are practiced.
- ◆ **Station 4: Scanning** provides practice in steering the bicycle straight while checking over the left shoulder for traffic before turning or moving around obstacles. Left turn and left turn signal are practiced, in addition to scanning and moving left around a large obstacle in the bike lane.
- ◆ **Station 5: Driveways** teaches students about sight lines and yielding when exiting a driveway or minor side street. Students learn to stop before exiting the driveway, slowly move into position to see around parked cars or other edges, and wait for a safe gap in cross traffic before signaling a left turn and entering the roadway.
- ◆ **Station 6: Intersections** operates as two stations, with two groups of students. One group rides an uncontrolled street at an intersection, while the other group rides a street controlled by a stop sign at the intersection. Students practice yielding appropriately based on the traffic signs, and practice nonverbal communication to confirm with other road users who has the right of way.

Skills Clinic Operations

During the skills clinic, students should be divided into seven equal groups. These groups will rotate through stations together (two groups at a time are at the Intersections station). Each station will last approximately 15 minutes for classes of 75 students or fewer (a 90 minute clinic). For larger classes, each station should be expanded to 20 minutes, for a 120 minute clinic.

Learning Objectives

By the end of the Bicycle Skills Clinic, students should be able to do the following:

- ◆ Identify proper bicycle and helmet fit
- ◆ Conduct a proper “ABC Quick Check” bicycle safety check
- ◆ Demonstrate key on-bike handling and traffic management skills including:
 - Controlled starting, riding, and stopping
 - Scanning and moving left around obstacles
 - Scanning, signaling, and yielding at intersections and driveways
 - Using eye contact and other nonverbal cues to communicate and negotiate with other people on the road

Learning Purpose

These lessons address known safety concerns in order to help reduce the risk of the most frequent bicycling related collisions and injuries for children by introducing the following skills:

- ◆ Helmet fit and bicycle safety
- ◆ Riding predictably
- ◆ Controlling the bicycle
- ◆ Communicating with other road users
- ◆ Scanning behind for traffic before turning or moving left
- ◆ Yielding to cross traffic when exiting a driveway
- ◆ Basic intersection yielding and right of way rules with and without stop signs

This lesson also addresses the following curriculum standard:

- ◆ CCSS.ELA-Literacy.SL.3.1 – Engage effectively in a teacher-led, collaborative discussion on grade three topics and texts, building on others’ ideas and expressing their own clearly.

Time Required

- ◆ 90’ (for classes of 75 or less)
- ◆ 105’ (for classes of more than 75)

Preparation Required

- ◆ Complete in-classroom curriculum lessons (at minimum complete Lesson 4 Rules of the Road, Lesson 6 Silent Safety Signals, and Lesson 7 Get Your Helmet On).
- ◆ Teacher review of key points in advance of on-bike activity.
- ◆ Send liability waivers home with students in advance of the rodeo so they can return with signed forms on the day of the activity.
- ◆ Successful staging of this activity takes advance planning at the site level by a staff point person as well as a Safe Routes to School coordinator familiar with the program.

Personnel Required

- ◆ **Lead teacher** – responsible for the students during the time of day when the bicycle skills clinic is scheduled. This could be a Physical Education Teacher or a classroom teacher.
- ◆ **Safe Routes to School coordinator or Program Administrator**
- ◆ **7 Station Leaders** to lead activities at the stations and manage time.
- ◆ At least **7 Volunteers (10 if possible)** to support Station Leaders and help guide students through the stations

Materials required

- ◆ School blacktop
- ◆ 6 station instructions, with copies for volunteers if applicable
- ◆ Station identifiers
- ◆ Materials to mark the stations:
 - Sidewalk chalk, spray chalk, or tape
 - Tape measure
 - Sponges (10)
 - Trash can
 - Traffic cones (at least 9)
 - STOP signs (4)
 - Car props (1 minimum, 2 desired)
- ◆ 2 tables
- ◆ 2 easels (optional)
- ◆ 2 posters – helmet fit and ABC Quick Check

Students participating in the rodeo must have:

- ◆ Bicycle in good working condition
- ◆ Properly fitted helmet
- ◆ Liability waiver signed by a parent or guardian

Students must know how to ride their bicycle before beginning the skills clinic – the clinic is designed to teach bicycling handling and safety, and is not designed to teach students how to bicycle.

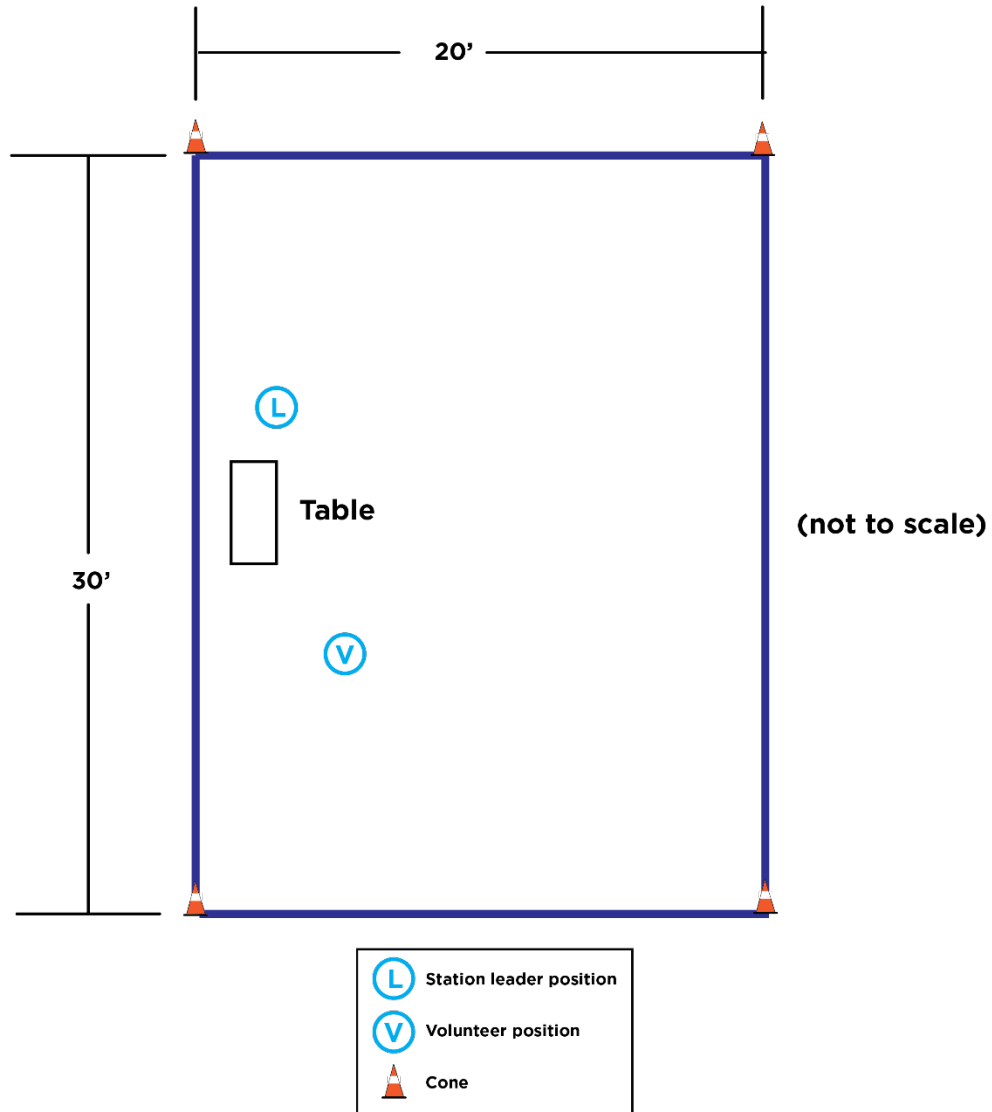
Station Layout Diagrams

Diagrams on the following pages illustrate the layout for the skills clinic stations.

The ABC Quick Check and Helmet Fit stations do not need a specific layout. Each station should have an area marked off large enough for the student group to comfortably park their bicycles and gather near the Station Leader.

Stations may be laid out in any configuration, as students will rotate through all of the stations over the course of the skills clinic. Make sure to leave enough room between stations that an errant bicyclist will not interfere with a nearby station.

Bicycle Equipment Check



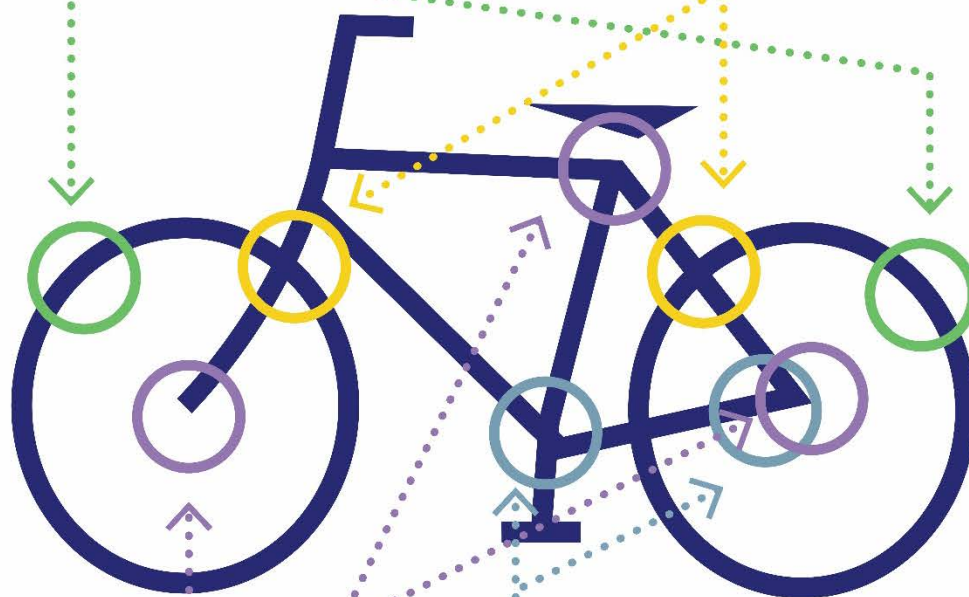
ABC QUICK CHECK BEFORE YOU RIDE!

A IS FOR AIR

Make sure there is air in your tires. They should be firm if you squeeze the tire.

B IS FOR BRAKES

Make sure your brakes aren't rubbing on your wheels, and that they stop a spinning wheel when you squeeze the handles.



C IS FOR CHAIN

Your chain should run smoothly around the gears when you spin your pedals.

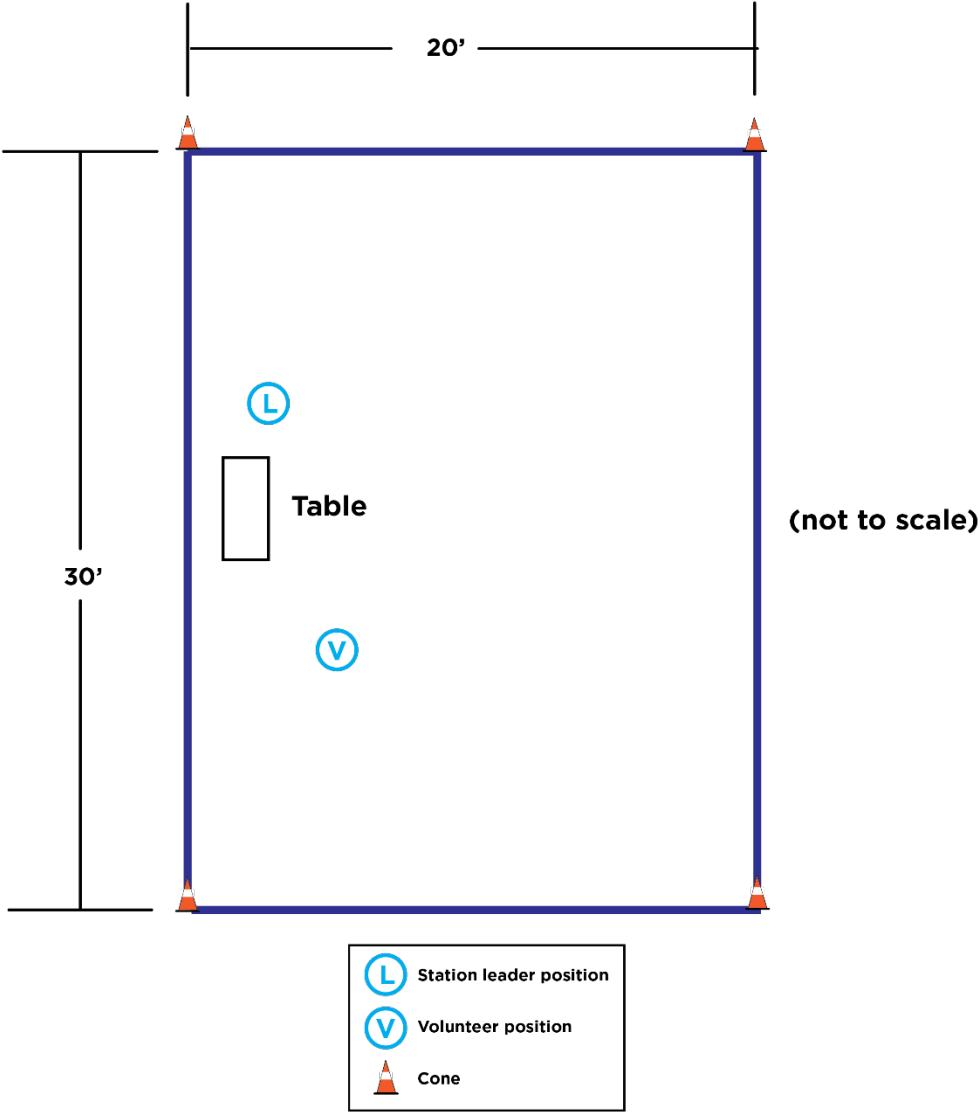
QUICK RELEASE

Quick release levers (if you have them) should be tightened and closed. Make sure they point towards the back of the bike so they don't catch on anything.

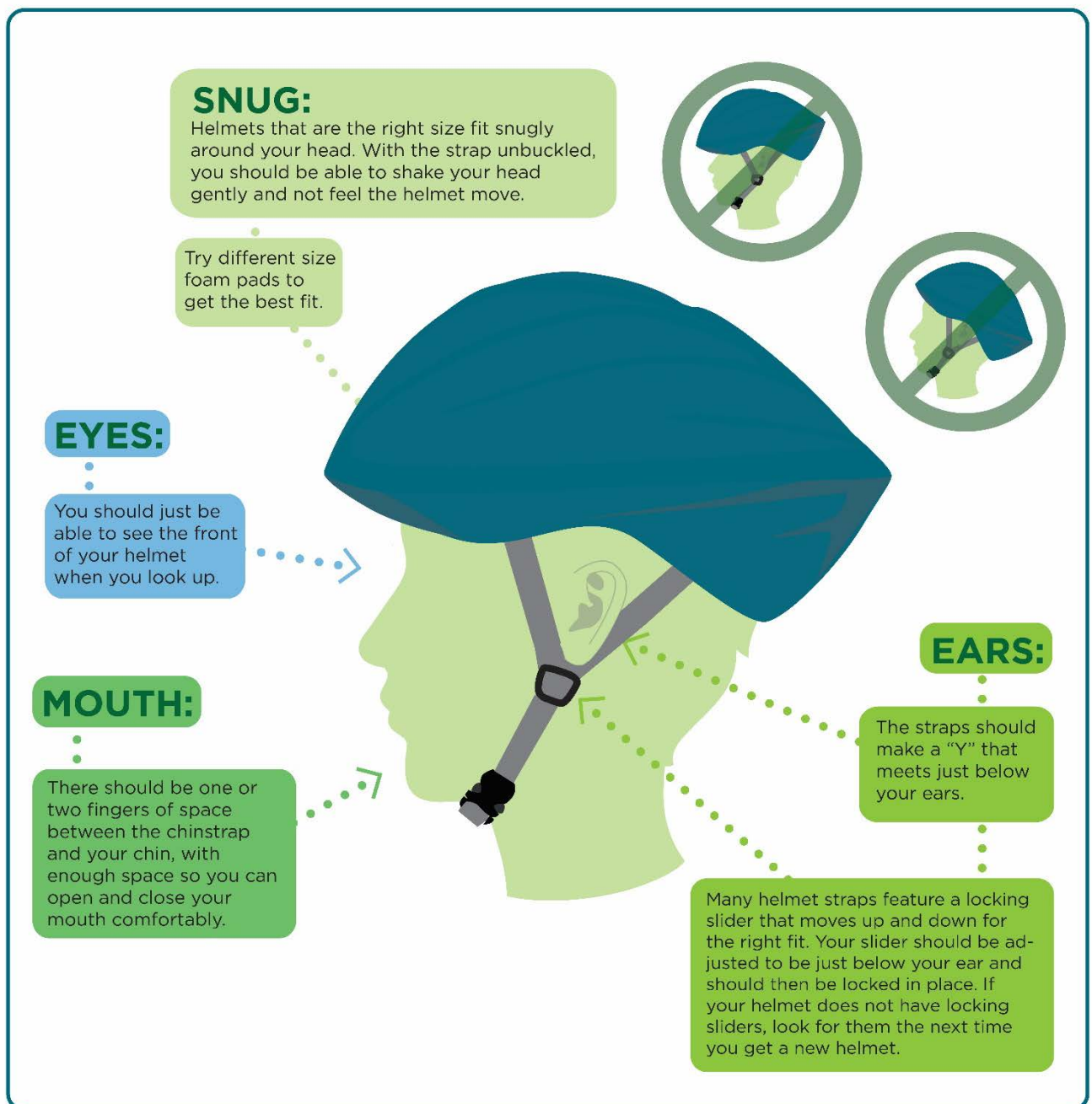
CHECK RIDE

Take a short ride around a safe area to make sure the bike is working well and you don't hear any strange sounds

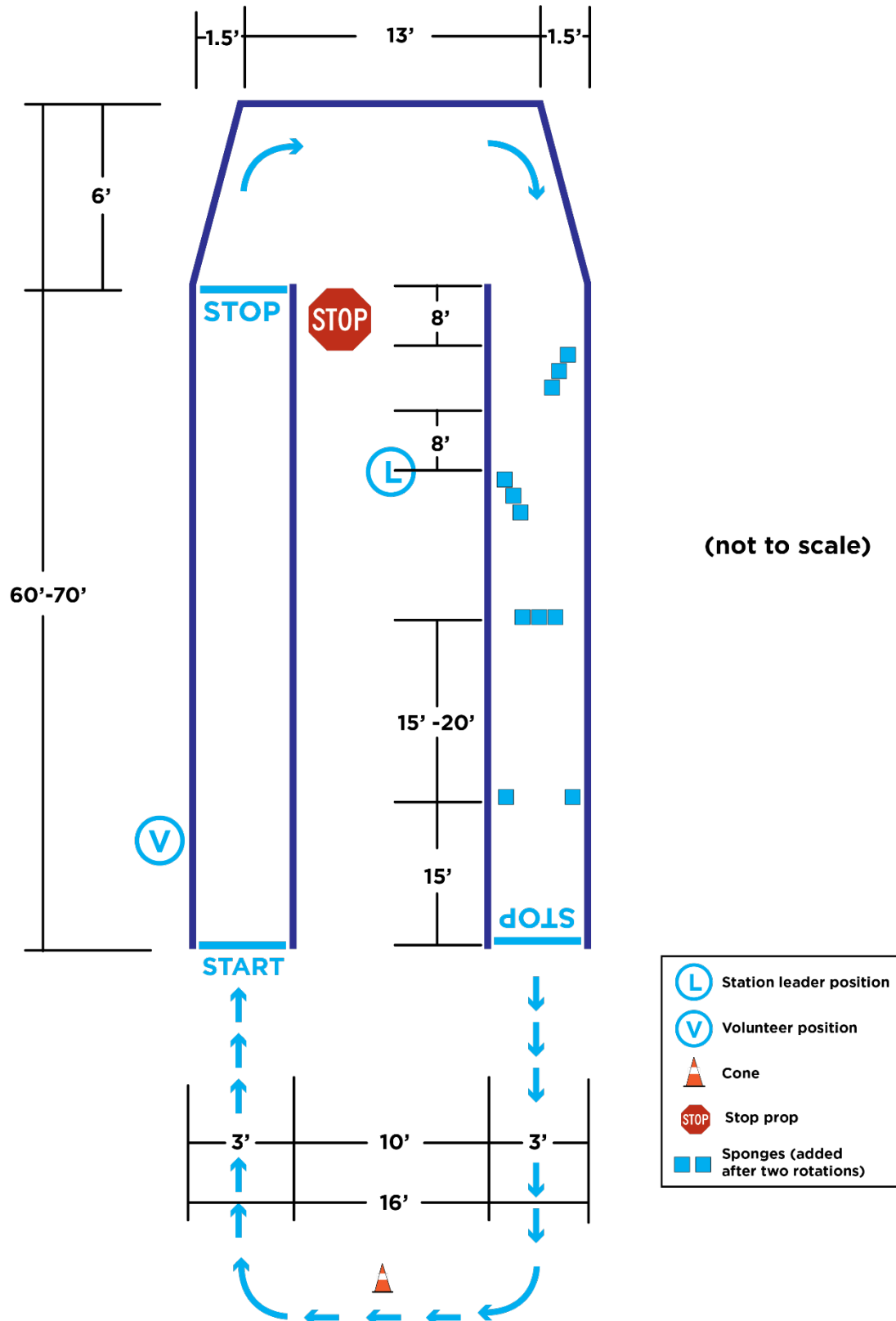
Helmet Check



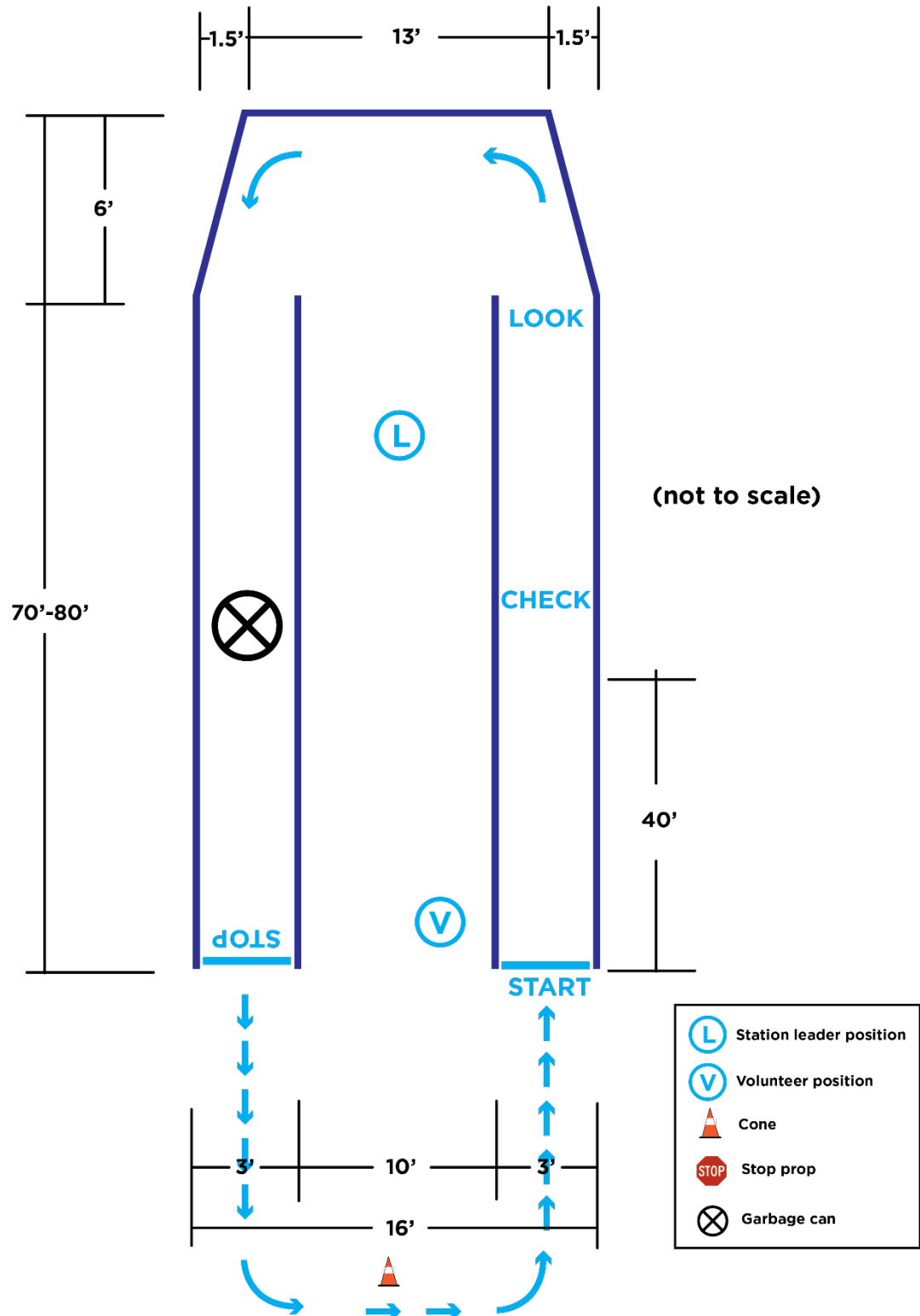
FITTING YOUR HELMET IS EASY!



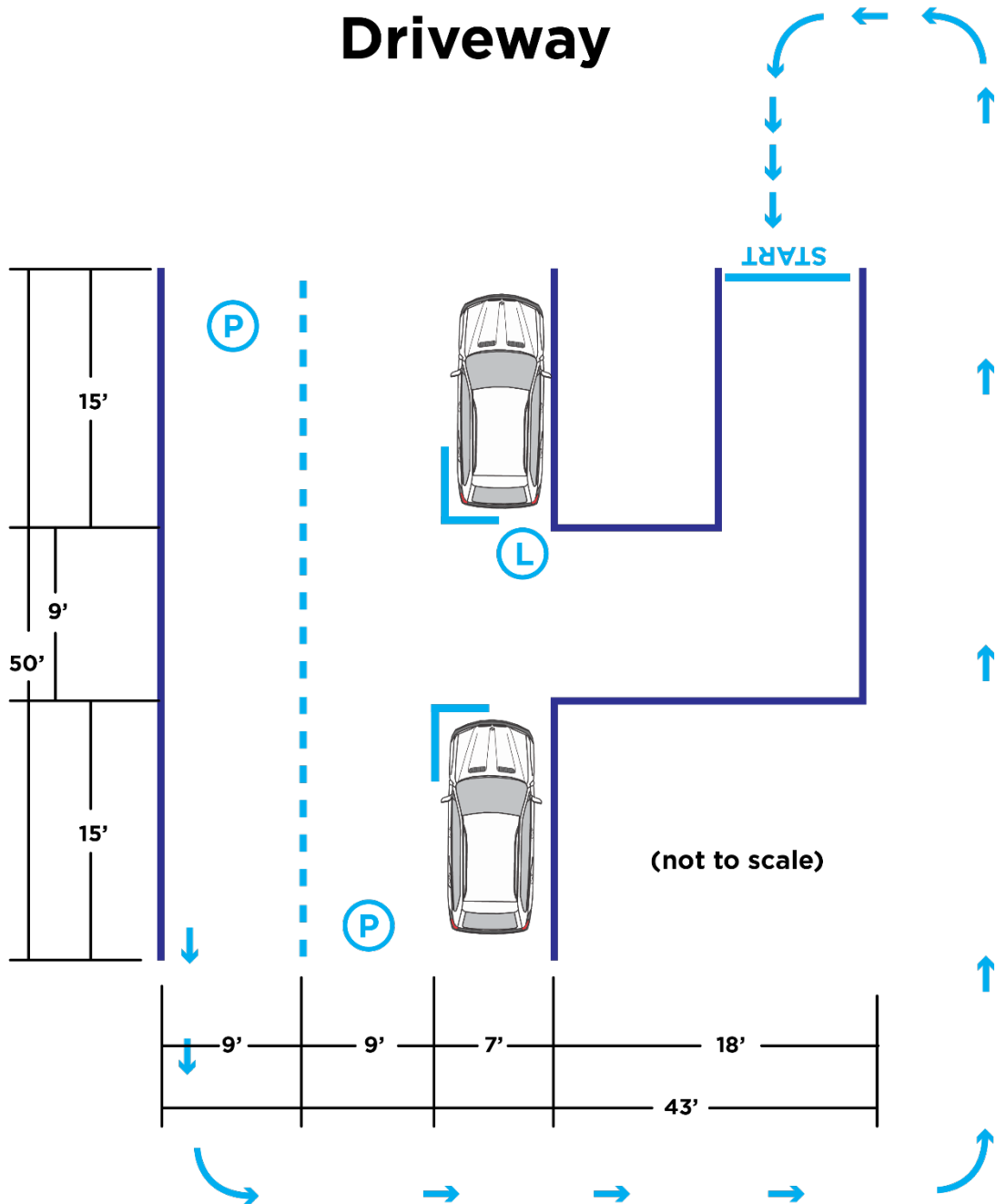
Controlled Riding



Scanning

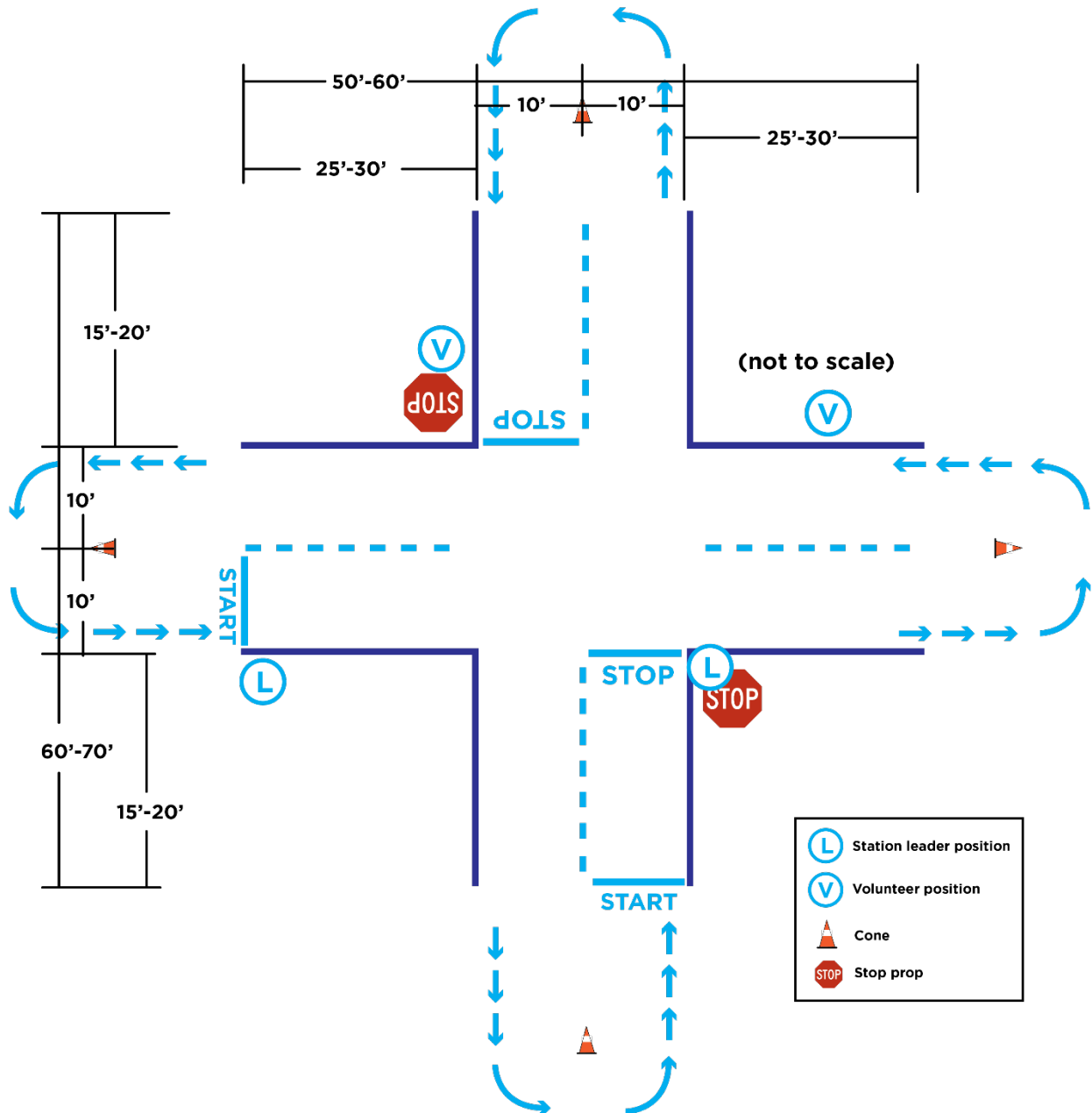


Driveway



- L Station leader position
- P Car prop position

Intersection



Bicycle Skills Clinic: Station Assignments

SCHOOL:	CLINIC DATE:
POSITION/TASK	ASSIGNED VOLUNTEER
SRTS Program Administrator	
Lead Teacher	
Position Car # 1 at Driveway (at a.m.)	
Position Car # 2 at Driveway (at a.m.)	
ABC Quick Check	
Station Leader	
Volunteer 1	
Helmet Fit	
Station Leader	
Volunteer 1	
Controlled Riding	
Station Leader	
Volunteer 1	
Volunteer 2 (optional)	
Scanning	
Station Leader	
Volunteer 1	
Driveways	
Station Leader	
Volunteer 1	
Volunteer 2 (optional)	
Intersections	
Station Leader: Controlled Loop	
Station Leader: Uncontrolled Loop	
Volunteer 1	
Volunteer 2	
Volunteer 3 (optional)	
Additional Volunteers (Optional)	

In-Class Curriculum

Education

In addition to hands-on skill building, classroom education focused on safe walking and bicycling is an important component of a SRTS program. Students are taught traffic safety skills that help them understand basic traffic laws and safety rules, in addition to incorporating lessons across biology, earth science, math, and art that focus on the benefits of active transportation.

California's Active Transportation Resource Center (ATRC) has a Pedestrian and Bicycle Safety Curriculum that includes nine lesson plans targeted at 4th and 5th grade levels, and many cities and counties have developed their own curricula for use at other levels. Each lesson in the ATRC curriculum is 45-90 minutes long, and meets Common Core standards. They cover a variety of subjects including math, the environment, physical education activities, and art projects.

Bicycle Repair Clinics

Education

For some students and families, a barrier to bicycling to school may be mechanical issues with their bike. Offering repair clinics can provide a relaxed environment where students and parents can learn to fix flat tires, adjust seat and handlebar positions, clean and oil their chain, and make other small repairs to maintain their bicycle in good working condition. Clinics can be offered as an in-class or after-school activity for middle and high school students, and may incorporate student volunteers who have demonstrated an understanding of mechanical skills.

Poster Contest

Education | Encouragement

A traffic safety poster contest is a fun way to engage students and their families in traffic safety principles, and raises awareness of the SRTS program in the broader community. After learning about bicycle and pedestrian safety in school, students are asked to create a poster illustrating a safety concept they learned about. This can either be done in-class as an art activity, or completed at home as students discuss bicycle and pedestrian safety with their parents.

A judging panel of SRTS program staff, school staff, or other impartial adults should review all poster submissions and select a winner based on the quality of the artwork and the clarity of the safety concept being illustrated. If desired, more than one winner may be selected. Winning artwork can then be used to create new posters, banners, and other materials to expand the public safety media campaign.

Golden Sneaker Contest

Encouragement

A Golden Sneaker Contest is a fun, friendly competition used to encourage students to walk or bicycle to school. Students record their mode of transportation to school on a specific day or week, and a trophy is awarded to the group with the highest rate of participation.

Contests can be organized between individuals, classrooms, grade levels, or inter-school competitions. The scale is dependent on participation in the program—if only a few students in any given classroom are likely to participate, then a competition between schools or grade levels may be more competitive.

Many SRTS programs use a gold spray-painted sneaker as the contest trophy, giving this activity its name. The sneaker(s) can be donated by volunteers or purchased inexpensively through a local thrift store.

Walking School Bus & Bike Train

Encouragement | Enforcement

A walking school bus is an organized group of students who walk to school under the supervision of a parent or adult volunteer. Bike trains are similar, with students bicycling together. Parent or adult volunteers take turns walking or bicycling along an established route to and from school, collecting children from designated “bus stops” along the way. These activities can also reinforce safe walking and bicycling behavior by having adults model desired actions and discuss challenging situations with students.

Volunteer leaders might be teachers, school or county staff, parents, grandparents, or other adults who have signed an agreement with the appropriate school or district. If enough children are participating in the activities, two adults per route may be needed to ensure adequate supervision. Ideally, each volunteer should be responsible for no more than ten students walking or eight students on bicycles.

Schools and the County can encourage formation of Walking School Buses or Bike Trains during back-to-school marketing. Safety vests or marked umbrellas should be provided to identify leaders, and participating students must have a liability waiver signed by a parent or guardian.

Example volunteer forms and student permission forms for a Walking School Bus are provided in Appendix A.

C. Public Input

This appendix summarizes community input on draft improvement plans presented at a public workshop held at the Williams Community Center on May 25, 2017, as well as input received through the project website.

Community	Topic	Comment
Arbuckle	Traffic Calming	The plan for Arbuckle needs to expand west to the Honeygrove development west of Almond Ave and north of Hillgate Road. Vehicles speed in excess of 50 mph on Almond Ave, where kids are waiting for the school bus and must cross to bicycle or walk to school. A four-way stop and crosswalk is needed at Almond Ave and Hall St. The sidewalks should be completed on Hall Street from Almond Ave to the elementary school so children don't have to walk in the road.
Arbuckle	Traffic Control	Please review the intersection of Almond Ave and Hall St. There is currently a two-way stop sign but residents are requesting a four-way stop sign to be installed. Residents are concerned about children walking to school and riding bicycles through this intersection. Also, residents leaving the Honeygrove development have difficult sight lines due to on-street parking on Almond.
Arbuckle	Traffic Calming	There is no posted speed limit on Hillgate as residents exit the Honeygrove development. Trucks and cars speed in both directions. A speed limit sign posted west of Duke would be helpful.
Arbuckle	Map	New Honeygrove development is not on the map (over 100 homes). Cars drive 45 mph where children are trying to cross the street.
Colusa	Crossing	Crossing 10 th St near Colusa High School is key
Arbuckle	Crossing	Hillgate on the other side of I-5 could use a crosswalk. There is one about 150 ft away, but students don't use it.
Princeton	Map	Princeton Jr High and High School – Highway 45 (copy to Elementary map)
Princeton	Signs	Princeton Elementary school – signage north
Princeton	Signs	Princeton Elementary school – at location #2, there is an existing speed feedback sign on Norman. Location noted for new sign has slope issues that would prevent concrete base install.
Princeton	Crossing	Relocate existing crosswalk on Norman to meet driveway location
Princeton	Bike/Ped	Seconding the recommendation for a sidewalk or bicycle lane on west side of 45
Princeton	Crossing	Seconding the recommendation for a crosswalk with flashing beacon near 45 and Norman Road
Princeton	Pedestrian	Pedestrians currently walk on Norman Road with no dedicated space
Princeton	Pedestrian	Prince Street sidewalk should be a lower priority than the others
Princeton	Crossing	Add a second crossing on 45 near homes
Princeton	Pedestrian	Lots of passing cars on 45 where people are walking
Princeton	Crossing	Crossing at library is important

D. Pierce High School and Johnson Junior High School

Colusa County and Pierce Joint Unified School District encourage safe access and active transportation to school. In coordination with the countywide Safe Routes to School (SRTS) Plan, this appendix describes existing challenges and presents recommendations for the Pierce High School and Johnson Junior High School campuses to improve bicycle and pedestrian safety and to reduce conflicts with drivers and school buses in parking areas and on access roads.

This audit and improvement plan was developed for the Pierce Joint Unified School District.

Community Participation

The school community played a key role in understanding the existing conditions and developing the recommendations contained in this memo. Walk audit participants included:

- ◆ Johnson Junior High School Principal and Vice Principal
- ◆ Pierce High School Principal and Vice Principal
- ◆ Pierce Joint Unified School District superintendent and facilities director

Memo Organization

Engineering recommendations are presented in a graphic improvement plan with accompanying table that identifies the agency intended to implement the recommendation. Most recommendations in this memo are on school district property; some may require coordination with Colusa County and the broader SRTS effort.

This memo includes the following sections:

- ◆ **Introduction** outlines the content and purpose of this Safe Routes to School memo
- ◆ **Challenges** presents comments and input gathered during site observations
- ◆ **Engineering Recommendations** describes improvements to the built environment at the school sites

Challenges

Comments and challenges documented during school site observations on March 29, 2017 are summarized below.

Location	Comments
Wildwood Road School Frontage	<ul style="list-style-type: none">◆ Cars back out of parking area into the roadway◆ Parking spaces are not marked◆ Traffic lanes back up at pick up with parents waiting to turn into driveways◆ Parents double park in street to drop off kids
Access Road behind High School	<ul style="list-style-type: none">◆ Lack of visibility at crosswalk◆ Parents using access road for drop off◆ Conflicts with cars, school buses, and pedestrians all in shared space
Parking Lot between Schools	<ul style="list-style-type: none">◆ Many pedestrians walking through◆ Lack of clear pedestrian pathway◆ Wide/unclear “intersections” of drive aisles and access roads create confusion◆ Wrong-way driving in one-way aisles◆ Parents park in school bus loading area at pick up◆ Speeding concerns in parking lot

Recommended Engineering Improvements

The following chapter presents engineering improvements for Pierce High School and Johnson Junior High School. The recommendations are based on community, School District, and County staff input gathered through:

- ◆ Site observations held March 29, 2017
- ◆ Walk audits at each school (October-November 2016)
- ◆ Previously identified challenges submitted to the countywide SRTS project by community members, County staff and Technical Advisory Committee members

School Layout

Pierce High School sits just north of Johnson Junior High School on the east side of Wildwood Road in Arbuckle, CA. The campuses are accessed from Wildwood Road, a two-lane arterial road with a posted speed limit of 35 mph.

Recommended Improvements

For more detail, see the attached graphic improvement plan.

Location	Improvement
Wildwood Road School Frontage	<ul style="list-style-type: none">◆ Create drive aisle with angled parking along high school frontage, separated from roadway by 1' median with fence◆ Create right in/right out access to parking area midway
Access Road behind High School	<ul style="list-style-type: none">◆ Proceed with existing plans to close north end of road to future MPR building
Parking Lot between Schools	<ul style="list-style-type: none">◆ Close northern driveway access to Wildwood Road◆ Reconstruct southern driveway to create separate entrance and exit driveways aligned with drive aisles◆ Mark pedestrian walkways between parking rows, and restripe parking according to improvement plan◆ Widen sidewalk along the east side of the parking lot to 12'



Pierce High School &
Johnson Junior High School
Arbuckle, CA

School Site Improvement Plan
Site Assessment held March 2017

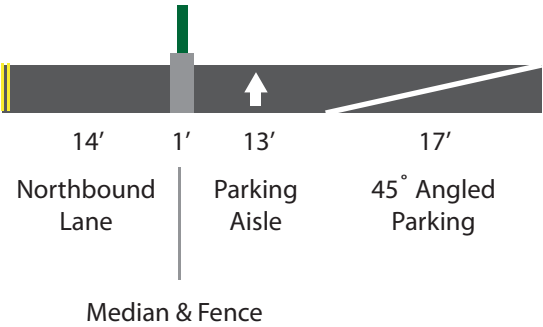
Wildwood Road in front of Pierce High School

- Install 1' wide raised median with 4' vertical fence to create a 14' northbound vehicle lane, a 13' northbound parking drive aisle, and a 17' deep bay of 45° angled parking spaces. See cross section below.
- North of Kleeman Way, allow a right in/right out access to the parking aisle. This may require eliminating a few parking stalls to allow for turning and vehicle queueing.

Parking Lot north of Johnson Junior High School

- Reconstruct southern driveway access to Wildwood Road to create separated Entrance and Exit driveways aligned with drive aisles.
- Close northern driveway access; construct sidewalk with vertical curb.
- Restripe parking stalls according to improvement plan at left, including creation of a new pedestrian walkway east of the day care and IT center buildings.
- Mark yellow transverse crosswalks across drive aisles in parking lot where marked pedestrian path crosses them.
- Widen sidewalk east of parking lot along buildings to 12'.

Wildwood Road Parking Section

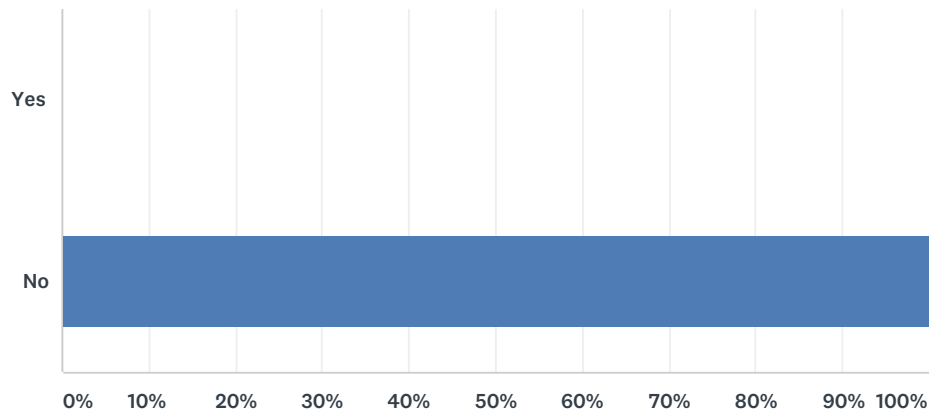


Improvements not to scale



Q1 Do you think the current system of parents checking – in through the office creates an unwelcoming atmosphere in our school?

Answered: 36 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	0.00% 0
No	100.00% 36
TOTAL	36

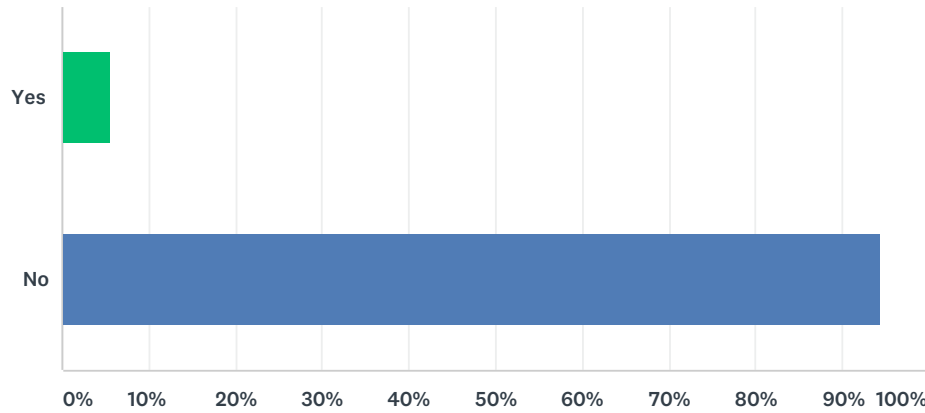
#	COMMENTS	DATE
1	It's how we present this new procedure. If we are consistent about how we are keeping our kids safe and at the same time welcoming parents on campus as they enter the office I think we should feel good about these new changes.	9/21/2017 1:26 PM
2	When the parents enter the office, they are greeted by a friendly office staff that provides a positive and welcoming environment for all.	9/21/2017 12:46 PM
3	I think a few parents might think the new system seems less welcoming and is a little bit less convenient for them but I believe the new system is a necessary change and totally worth the inconvenience.	9/20/2017 3:53 PM
4	Parents are always greeted in a friendly, courteous manner and welcome to be on campus so long as they comply with the procedures intended to keep their children and our school safe.	9/19/2017 9:42 PM
5	I believe it creates a safe environment and allows parents access to the campus anytime they want as long as they check in.	9/19/2017 3:44 PM
6	I think that once we have a few years (4?) of this regimen, everything will be normal (and the public will forget the way it used to be).	9/19/2017 2:33 PM
7	It's just a change and change can be hard for some.	9/19/2017 1:25 PM
8	as a matter of fact, parents have commented how safe they feel they're children are by having everyone check in the front office.	9/19/2017 1:14 PM
9	It's safer, and taking a few minutes doesn't hurt. Besides the office can see who is coming onto campus	9/19/2017 1:04 PM
10	Parents are always welcomed! I understand that California Education Code requires all visitors to register in the office when entering a school campus. So I should not be required to answer questions 4 or 5 to submit my survey. Thank you!	9/19/2017 12:30 PM
11	I think that the office is welcoming. Any time I have been in the office in the morning the staff is always polite and welcoming to any parents that are walking through with students.	9/19/2017 12:15 PM

BPS Staff Morning Playground Security Survey

12	I think it's a necessary safety precaution. Maybe someone in the office can great them warmly to make them feel more welcome. Also, we could make sure when we redirect parents to the office, we do so in a kind way, not as if they are in trouble for not checking in first.	9/19/2017 12:10 PM
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Q2 Have parents commented to you that they feel unwelcome because of the check-in requirement?

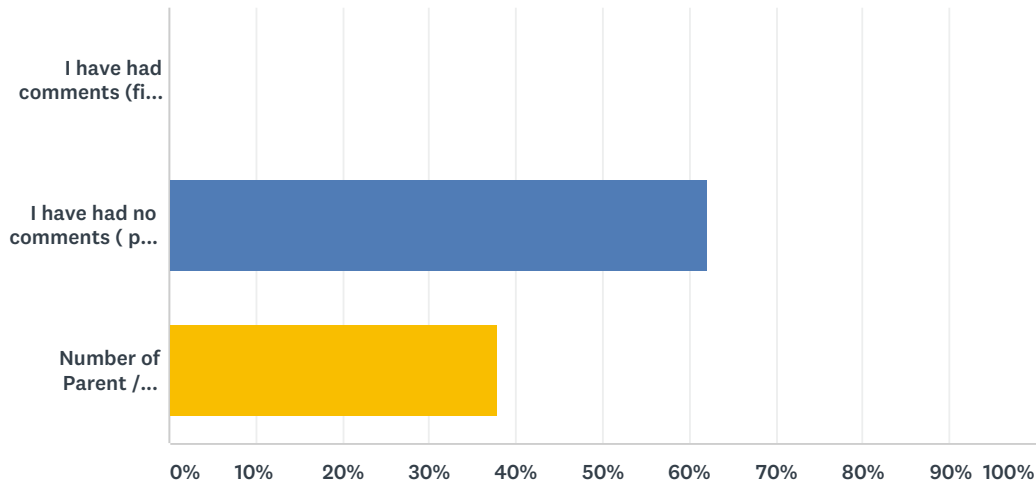
Answered: 36 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	5.56%	2
No	94.44%	34
TOTAL		36

Q3 If you answered Yes to the previous question, approximately how many parents have spoken to you directly? (Please only record direct contacts between you and a parent / guardian / community member)

Answered: 29 Skipped: 7

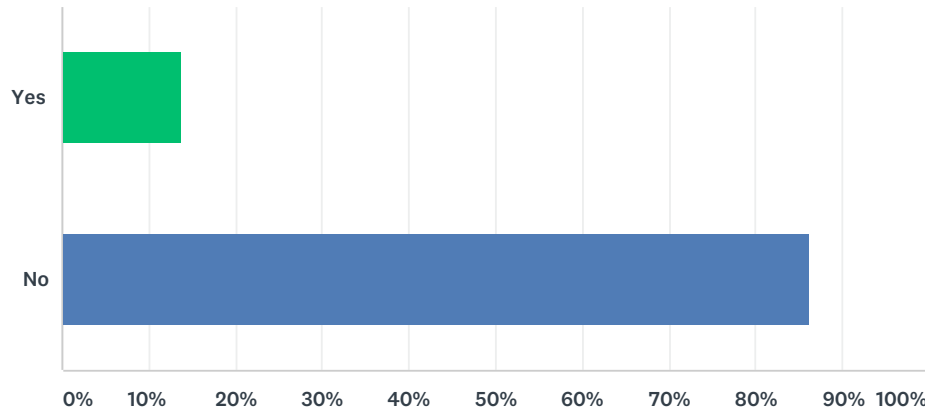


ANSWER CHOICES		RESPONSES	
I have had comments (fill in number below)		0.00%	0
I have had no comments (put a zero in the box below)		62.07%	18
Number of Parent / Guardian / Community Member comments		37.93%	11
TOTAL			29

#	NUMBER OF PARENT / GUARDIAN / COMMUNITY MEMBER COMMENTS	DATE
1	0	9/20/2017 3:53 PM
2	I've intercepted a few parents trying to get on campus without checking in first, but they've all been really understanding when I explained to them that as part of our safety procedures we now ask them to check in at the front office.	9/19/2017 9:42 PM
3	0	9/19/2017 8:54 PM
4	0	9/19/2017 8:52 PM
5	0. Parents have become use to the procedure and everything has been running smooth	9/19/2017 8:07 PM
6	0	9/19/2017 6:10 PM
7	5	9/19/2017 5:29 PM
8	2	9/19/2017 1:04 PM
9	0	9/19/2017 12:15 PM
10	0	9/19/2017 12:10 PM
11	0	9/19/2017 12:09 PM

Q4 Would you support allowing the campus to be open to all parents / guardians from 7:55-8:13 without making them enter through the Office?

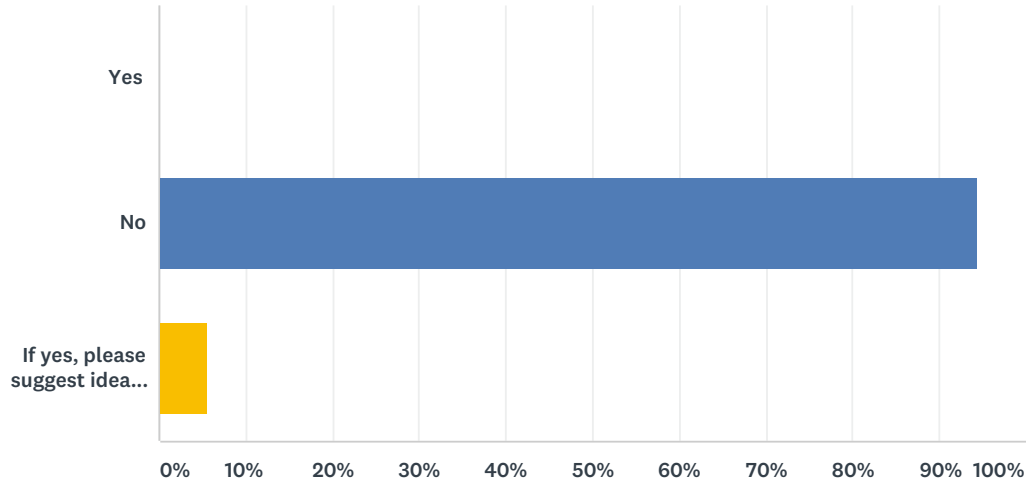
Answered: 36 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	13.89%	5
No	86.11%	31
TOTAL		36

Q5 Do you suggest changing the current procedure in any way?

Answered: 36 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	0.00%	0
No	94.44%	34
If yes, please suggest ideas for maintaining a high level of security while allowing parents on campus before school starts	5.56%	2
TOTAL		36

#	IF YES, PLEASE SUGGEST IDEAS FOR MAINTAINING A HIGH LEVEL OF SECURITY WHILE ALLOWING PARENTS ON CAMPUS BEFORE SCHOOL STARTS	DATE
1	If any changes were to be made, I'd suggest only opening the Kinder building from 7:55-8:13. As long as the doors that lead to the main campus are locked.	9/19/2017 8:07 PM
2	I feel that having no one at the "bus gate from *- school start defeats the purpose as that is when the majority of drop off occurs in the am.	9/19/2017 12:09 PM

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 15, 2017			BATCH 1 ⁰
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
240	JENNIFER ALANIZ	\$ 152.39	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
234	AMERICAN CHRISTIAN ACADEMY	\$ 425.00	01	SPORTS	BASEBALL ENTRY FEE
241	TIFFANY BAILEY	\$ 231.80	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
238	BENCHMARK EDUCATION	\$ 88,220.83	01	EMS/BPS	TEXTBOOKS
225	KAREN BENNING	\$ 26.01	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
239	JILL BOEGER	\$ 300.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
244	CA DEPT OF JUSTICE	\$ 211.00	01	DO	FINGERPRINT FEES
218	CARNEGIE LEARNING	\$ 685.91	01	CHS	TEXTBOOKS
204	CITY OF COLUSA	\$ 11,567.51	01	ALL	WATER AND SEWER BILLING
229	COLUSA COUNTY FARM SUPPLY	\$ 842.18	01	MOT	GROUPS SUPPLIES
202	CCOE	\$ 350.00	01	DO	PERS REPORTING FEE
RC12	CUSD EMER FD-EDD	\$ 1,281.80	01	DO	UNEMPLOYMENT INSURANCE
RC12	CUSD EMER FD-PIONEER HS	\$ 100.00	95	CHS	ASB VOLLEYBALL ENTRY FEE
RC12	CUSD EMER FD-ERIK WRYSINSKI	\$ 35.08	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC12	CUSD EMER FD-YUBA COLLEGE	\$ 360.00	01	MOT	BUS DRIVER CLASS
RC12	CUSD EMER FD-VACAVILLE HIGH	\$ 120.00	01	SPORTS	XCOUNTRY ENTRY FEE
RC12	CUSD EMER FD-ALYSSA PENHALL	\$ 300.00	01	BPS	PETTY CASH FOR BOOK FAIR
208	CONTINENTAL ATHLETIC SUPPLY	\$ 696.10	01	SPORTS	SUPPLIES
219	CRYSTAL DAIRY	\$ 2,586.10	13	CAFÉ	FOOD
242	DANIELSEN CO	\$ 8,639.03	13	CAFÉ	FOOD
231	DAVIES OIL	\$ 861.36	01	MOT	FUEL FOR DISTRICT VEHICLES
207	MARTHA DENIZ	\$ 12.00	01	MOT	REIMBURSE FOR SUPPLIES PURCHASED
232	FANCLOTH	\$ 3,773.00	95	CHS	ASB FUNDRAISER
217	FRANZ FAMILY BAKERIES	\$ 652.00	13	CAFÉ	FOOD
237	FRONTIER	\$ 12,147.25	01	ALL	PHONE LINES/DATA LINES
215	GENERAL PRODUCE	\$ 3,030.00	13	CAFÉ	FOOD
211	GENERATIONS	\$ 450.15	95	CHS	FBLA SHIRTS
241	HCI AUDIOMETRICS	\$ 160.00	01	BPS	CALIBRATE TOOL
220	LEASA HILL	\$ 130.39	13	CAFÉ	REIMBURSE FOR SUPPLIES PURCHASED
212	SANDY HUFF	\$ 177.85	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
636	LAKESHORE	\$ 891.97	01	BPS	SUPPLIES
255	ERIKA LEMENAGER	\$ 150.13	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
227	MCCUMBERS GLASS	\$ 911.00	01	MOT	GLASS REPLACEMENT
223	MERIDIAN DIESEL	\$ 490.00	01	MOT	BUS SERVICE
230	MIRACLE PLAYSYSTEMS	\$ 676.05	01	MOT	PLAYGROUND SUPPLIES
245	MITEL LEASING	\$ 1,792.38	01	ALL	PHONE SYSTEM LEASE
224	MITEL TECHNOLOGIES	\$ 339.50	01	DO	SERVICE CALL
233	JAMIE MYERS	\$ 142.03	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
209	NSCIF	\$ 20.00	01	SPORTS	TENNIS ENTRY FEE
216	O'CONNELL RANCH	\$ 965.00	13	CAFÉ	FOOD
222	RECOLOGY	\$ 1,099.81	01	MOT	DUMP FEES
214	SARAH RICHTER	\$ 106.48	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
213	SORENSEN PEST CONTROL	\$ 1,645.00	01	ALL	PEST CONTROL SERVICE
228	SUTTER BUTTES COMMUNICATIONS	\$ 622.80	01	MOT	BUS RADIO SERVICE FOR 6 MONTHS
246	SYSCO	\$ 3,313.66	13	CAFÉ	FOOD
221	TEAM EXPRESS	\$ 567.70	95	CHS	FOOTBALL SUPPLIES
205	US BANK EQUIPMENT FINANCE	\$ 2,427.96	01	ALL	COPIER LEASE PAYMENT
RC12	US BANK CALCARD VISA	\$ 33,131.25	ALL	ALL	SEE ATTACHED
226	VOLTAGE SPECIALISTS	\$ 1,292.00	01	MOT	FIRE ALARM TESTING/SERVICE
203	MELISSA YERXA ORTIZ	\$ 119.94	01	DO	REIMBURSE FOR SUPPLIES PURCHASED
210	YUBA SAFE & LOCK	\$ 1,948.02	01	MOT	LOCK REPAIR/REPLACE
TOTAL ALL FUNDS		\$ 191,177.42			

US BANK CALCARD VISA

Leasa Hill		FD		DESCRIPTION
8-Sep	MICHAELS STORES 9184	\$64.29	13	CAFETERIA SUPPLIES
8-Sep	C&C SMART FOOD51705655	\$880.65	13	CAFETERIA FOOD
Jeremy Miller				
7-Sep	CDW GOVT #KBQ2009	\$520.00	01	TECH SUPPLIES
4-Sep	AMAZON.COM AMZN.COM/BILL	\$321.60	01	TECH SUPPLIES
25-Aug	UPS*293812SPQ04	\$5.80	01	TECH POSTAGE
25-Aug	UPS*1ZFP064T0391626624	\$11.07	01	TECH POSTAGE
25-Aug	REPLACEMENTLAPTOPKEYS	\$16.85	01	TECH SUPPLIES
23-Aug	REPLACEMENTLAPTOPKEYS	\$32.70	01	TECH SUPPLIES
Nic Schantz				
4-Sep	THE HOME DEPOT #1019	\$64.22	01	MOT MAINTENANCE SUPPLIES
Dwayne Newman				
4-Sep	SMK*SURVEYMONKEY.COM	\$336.00	01	ANNUAL SUBSCRIPTION FEE
Jody Johnston				
8-Sep	GOPHER SPORT	\$81.50	01	EMS PE SUPPLIES
8-Sep	SP * AMERICAN BUTTON M	\$355.18	95	EMS ASB SUPPLIES
6-Sep	THE MATH LEARNING CENTER	\$10,400.00	01	EMS/BPS STAFF DEVELOPMENT SPEAKER
1-Sep	USPS PO 0517280932	\$13.44	01	EMS POSTAGE
28-Aug	TEACH TCI	\$69.00	01	EMS SUPPLIES
Rebecca Changus				
5-Sep	AMAZON.COM	\$68.40	01	CHS SUPPLIES
4-Sep	AMAZON MKTPLACE PMTS	\$21.09	01	CHS SUPPLIES
4-Sep	AMAZON MKTPLACE PMTS	\$28.99	01	CHS SUPPLIES
4-Sep	AMAZON.COM AMZN.COM/BILL	\$148.12	01	CHS SUPPLIES
6-Sep	QUILL CORPORATION	\$21.41	01	CHS SUPPLIES
4-Sep	QUILL CORPORATION	\$10.70	01	CHS SUPPLIES
4-Sep	QUILL CORPORATION	\$353.33	01	CHS SUPPLIES
1-Sep	COLLEGEBOARD*SAT ONLN.	\$60.00	01	CHS TEST REGISTRATION
1-Sep	RAINBOWS END	\$233.00	95	CHS ASB SUPPLIES
4-Sep	RAINBOWS END	(\$16.00)	95	CHS ASB SUPPLY RETURN
31-Aug	OMNI CHEER	\$151.36	95	CHS CHEER SUPPLIES
31-Aug	AMAZON MKTPLACE PMTS	\$64.34	01	CHS SUPPLIES
1-Sep	QUILL CORPORATION	\$36.45	01	CHS SUPPLIES
31-Aug	QUILL CORPORATION	\$18.22	01	CHS SUPPLIES
30-Aug	QUILL CORPORATION	\$60.02	01	CHS SUPPLIES
30-Aug	QUILL CORPORATION	\$342.89	01	CHS SUPPLIES
30-Aug	QUILL CORPORATION	\$16.57	01	CHS SUPPLIES
29-Aug	AMAZON MKTPLACE PMTS	\$42.48	01	CHS SUPPLIES
29-Aug	SPORT DECALS INC	\$633.59	01	CHS SUPPLIES
28-Aug	COLLEGEBOARD*SAT ONLN.	\$46.00	01	CHS TEST REGISTRATION
25-Aug	AMZ*PUREBUTTONS	\$100.38	95	CHS ASB SUPPLIES
Terry Biladeau				
7-Sep	TEMP-AIR	\$337.84	01	MOT TEMPORARY AC
30-Aug	TEMP-AIR	\$337.84	01	MOT TEMPORARY AC
Sheryl Parker				
31-Aug	HMCO ECMMRCE* BOOKS	\$6,546.54	01	CHS TEXTBOOKS
31-Aug	IN *CLIMATE CONTROL, INC.	\$7,180.28	01	MOT HVAC REPAIR
31-Aug	RLI*RENAISSANCE LEARN	\$1,145.00	01	OLL ANNUAL SUBSCRIPTION
30-Aug	TRIMARK ERF, INC.	\$1,776.05	13	CAFÉ SUPPLIES
29-Aug	NASN	\$105.00	01	NURSING MEMBERSHIP ANNUAL FEE
Ron Rogers				
7-Sep	AMAZON MKTPLACE PMTS	\$54.98	01	MOT MAINTENANCE SUPPLIES
30-Aug	DECKER EQUIPMENT	\$34.08	1	MOT MAINTENANCE SUPPLIES

\$33,131.25

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 22, 2017			BATCH 1 1
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
271	AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY POLICY
256	APPEAL DEMOCRAT	\$ 33.10	01	DO	PUBLIC NOTICE
269	CHRISTINA BAILEY	\$ 40.15	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
249	CUSD CAFETERIA FUND	\$ 201.88	01	CHS/DO	VARIOUS CATERING BY NUTRITION SERV.
248	CUSD GENERAL FUND	\$ 69,213.70	13	DO	CLEAR PRIOR YEAR DUE TO GENERAL FD
254	CONTINENTAL ATHLETIC SUPPLY	\$ 81.30	01	SPORTS	FOOTBALL SUPPLIES
261	GENERATIONS	\$ 457.96	95	CHS	CHEER SUPPLIES
250	LUCILLE IMHOFF	\$ 67.15	01	HMS	REIMBURSE FOR SUPPLIES PURCHASED
263	JEFF SAVAGE PLUMBING	\$ 140.00	01	MOT	PLUMBING REPAIRS
255	JAMIE LAY	\$ 114.71	01	MOT	REIMBURSE FOR SUPPLIES PURCHASED
258	MERIDIAN DIESEL	\$ 90.29	01	MOT	BUS REPAIR
266	DWAYNE NEWMAN	\$ 275.10	01	DO	REIMBURSE FOR SUPPLIES PURCHASED
252	NORTH STATE SCREENPRINT	\$ 444.60	01	CHS	ESA TSHIRTS
262	ODYSSEY TEAMS	\$ 1,495.00	01	CHS	FINAL PAYMENT ON ESA ROPES COURSE
253	KIM OLSON	\$ 202.20	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
268	CRISTINA RODRIGUEZ-DULLY	\$ 111.98	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
260	SPURR	\$ 636.32	01	ALL	NATURAL GAS BILLING
264	SUTTER COUNTY SCHOOLS	\$ 13,200.00	01	EMS	FIRST PAYMENT ON SHADY CREEK
259	THREE B'S TOILET RENTALS	\$ 214.50	01	DO	PORTABLE TOILET RENTAL
265	UPHOLSTERY SHOP	\$ 1,293.00	01	MOT	REPAIR BUS SEATS
RC15	US BANK CALCARD VISA	\$ 5,323.07	01	ALL	SEE ATTACHED
RC14	US BANK CALCARD VISA	\$ 30,600.11	01	ALL	SEE ATTACHED
251	US FOOD SERVICE	\$ 1,807.30	95	CHS	FOOTBALL CONCESSION SUPPLIES
TOTAL ALL FUNDS		\$ 126,391.07			

US BANK CALCARD

Jody Johnston

FD DESCRIPTION

14-Sep	USPS PO 0517280932	COLUSA, CA	\$18.51	01	EMS POSTAGE
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Rebecca Changus

19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
19-Sep	BEST WESTERN CORNING INN	CORNING, CA	\$108.89	95	CHS ASB VOLLEYBALL HOTEL ROOMS
18-Sep	J W PEPPER AND SON INC	800-3456296, PA	\$58.99	01	CHS MUSIC SUPPLIES
18-Sep	GCI* WOODWIND	800-348-5003, CA	\$462.40	01	CHS MUSICAL INSTRUMENT
18-Sep	PLAYSCRIPTS INC	866-639-7529, NY	\$331.65	95	CHS DRAMA CLUB SUPPLIES
18-Sep	QUILL CORPORATION	800-982-3400, SC	\$376.93	01	CHS SUPPLIES
18-Sep	COCA-COLA REFRESHMENTS	BLANK, FL	\$95.58	01	CHS DRINK MACHINE SUPPLIES
14-Sep	SAMSCLUB #6405	YUBA CITY, CA	\$347.84	95	CHS FOOTBALL CONCESSION SUPPLIES

Jeremy Miller

19-Sep	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, V	\$30.01	01	TECH SUPPLIES
19-Sep	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, V	\$27.99	01	TECH SUPPLIES

Rosemary Hicks

19-Sep	FULLY INC	888-508-3725, OR	\$1,012.98	01	BPS OFFICE SUPPLIES
18-Sep	RPSI ENTERPRISES INC	RANCHO CORDOV	\$427.25	01	BPS OFFICE SUPPLIES
18-Sep	UPLIFTDESK COM	800-531-3746, TX	\$1,384.00	01	BPS OFFICE SUPPLIES

Nick Schantz

18-Sep	THE HOME DEPOT #1019	YUBA CITY, CA	\$95.60	01	MOT MAINTENANCE SUPPLIES
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\$5,323.07

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 29, 2017			BATCH 12
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
280	ALHAMBRA WATER	\$ 243.24	01	DO/MOT	WATER
273	AMORZONE ATHLETIC	\$ 9,095.00	01	SPORTS	FOOTBALL SUPPLIES
283	AMS.NET	\$ 2,205.85	21	BOND	FINAL PAYMENT ON CAMERAS
274	NIKOLE BURG	\$ 50.99	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
277	CVT	\$ 108,918.15	01	DO	OCTOBER HEALTH PREMIUMS
284	CHEVRON AND TEXACO	\$ 62.85	01	MOT	FUEL FOR DISTRICT VEHICLES
288	DOCUMENT TRACKING SERVICES	\$ 895.00	01	DO	SINGLE SCHOOL PLAN/SARC SOFTWARE
281	INTERQUEST DETECTION CANINES	\$ 700.00	01	CHS/EMS	DRUG DOG VISIT
285	JODY JOHNSTON	\$ 22.92	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
276	NATURE BRIDGE	\$ 4,516.00	01	CHS	ESA PAYMENT ON YOSEMITE TRIP
282	PGE	\$ 45,175.78	01	ALL	ELECTRIC BILLING
275	PLATT	\$ 535.05	01	MOT	MAINTENANCE SUPPLIES
278	PROPEL FUNDRAISING	\$ 6,823.00	95	CHS	ASB FOOTBALL FUNDRAISER
290	SAM'S CLUB DIRECT	\$ 519.33	95	CHS	ASB VOLLEYBALL CONCESSION SUPPLIES
286	SCHOOL SPECIALTY	\$ 1,223.74	01	BPS	SCHOOL SUPPLIES
279	JEAN SUMMERVILLE	\$ 67.54	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
272	TEAM EXPRESS	\$ 1,020.00	95	CHS	ASB FOOTBALL SUPPLIES
RC16	US BANK CALCARD VISA	\$ 7,463.43	01	ALL	SEE ATTACHED
287	VOLTAGE SPECIALIST	\$ 300.00	01	MOT	ALARM MONITORING FEE
TOTAL ALL FUNDS		\$ 189,837.87			

US BANK CALCARD VISA

[illegible]

30600.11

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

20-Sep	RLI*RENAISSANCE LEARN	877-444-3172, WI	\$205.00	01	TECH SOFTWARE ORDER
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Rebecca Changus

19-Sep	BEST WESTERN CORNIN	CORNING, CA	(\$108.89)	95	REFUND FOR OVERCHARGE
19-Sep	BEST WESTERN CORNIN	CORNING, CA	(\$108.89)	95	REFUND FOR OVERCHARGE
19-Sep	BEST WESTERN CORNIN	CORNING, CA	(\$108.89)	95	REFUND FOR OVERCHARGE
22-Sep	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	\$68.53	95	CHS ASB SUPPLIES
22-Sep	WPY*CAWEE	855-469-3729, CA	\$375.00	01	CHS CONFERENCE REGISTRATION
22-Sep	QUILL CORPORATION	800-982-3400, SC	\$39.38	01	CHS OFFICE SUPPLIES
22-Sep	AMAZON MKTPLACE PMTS	AMZN.COM/BILL, WA	(\$75.03)	95	CHS ASB REFUND FOR RETURN
21-Sep	ACT PROGRAMS	800-498-6065, IA	\$62.50	01	CHS TEST REGISTRATION
21-Sep	AMAZON MKTPLACE PMT	AMZN.COM/BILL, WA	\$36.47	01	CHS SUPPLIES
21-Sep	AMAZON MKTPLACE PMT	AMZN.COM/BILL, WA	\$60.61	01	CHS SUPPLIES
21-Sep	AMAZON MKTPLACE PMT	AMZN.COM/BILL, WA	\$199.00	01	CHS SUPPLIES
21-Sep	AMAZON MKTPLACE PMT	AMZN.COM/BILL, WA	\$98.31	01	CHS SUPPLIES
20-Sep	FBLAPBL	703-860-3334, VA	\$594.00	01	CHS FBLA DUES
18-Sep	FBLAPBL	703-860-3334, VA	\$80.00	01	CHS FBLA DUES
15-Sep	GCI* WOODWIND	800-348-5003, CA	\$160.85	01	CHS MUSICAL INSTRUMENT
8-Sep	TEAM EXPRESS INTERNET	800-937-4824, TX	\$57.40	95	CHS ASB FOOTBALL SUPPLIES

Rosemary Hicks

18-Sep	SAV-MOR #31	COLUSA, CA	\$14.51	01	BPS SUPPLIES
20-Sep	SCHOLASTIC BOOK FAIRS R	888-412-9124, FL	\$2,312.36	01	BPS BOOK FAIR

Terry Biladeau

21-Sep	STAPLES 00102863	YUBA CITY, CA	\$253.59	01	MOT OFFICE SUPPLIES
20-Sep	TEMP-AIR	952-894-3000, MN	\$337.84	01	MOT PORTABLE AC RENTAL

Sheryl Parker

22-Sep	ALL METALS SUPPLY INC	530-5333445, CA	\$413.17	01	CHS WELDING SUPPLIES
21-Sep	SP * SMH SHOP	SHOP.MENTALHE, MA	\$990.00	01	ALL SUICIDE PREVENTION CURRICULUM

Nick Schantz

22-Sep	THE HOME DEPOT #1019	YUBA CITY, CA	\$587.50	01	MAINTENANCE SUPPLIES
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Jody Johnston

21-Sep	SOUTHWES 52655606112	800-435-9792, TX	\$15.00	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
21-Sep	SOUTHWES 52655606112	800-435-9792, TX	\$15.00	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
21-Sep	SOUTHWES 52655606112	800-435-9792, TX	\$15.00	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
21-Sep	SOUTHWES 52655606112	800-435-9792, TX	\$15.00	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
21-Sep	SOUTHWES 52687656820	800-435-9792, TX	\$173.96	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
21-Sep	SOUTHWES 52687656820	800-435-9792, TX	\$173.96	01	EMS AIRFARE TO SAN DIEGO CONFERENCE
20-Sep	EB ADVANCING BEYOND	801-413-7200, CA	\$318.48	01	EMS CONFERENCE REGISTRATION

Jesse Rodriguez

22-Sep	EB ADVANCING BEYOND I	801-413-7200, CA	\$186.61	01	BPS CONFERENCE REGISTRATION
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Zeba Hone

20-Sep	USPS PO 0517280932	COLUSA, CA	\$6.10	01	DO POSTAGE
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\$ 7,463.43

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 29, 2017			BATCH 1 ³
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
293	CA ASSN FFA	\$ 1,496.00	01	CHS	AG DEPT FFA SUPPLIES
309	CITY OF COLUSA	\$ 11,559.94	01	ALL	WATER/SEWER BILLING
294	CCOE	\$ 150,620.00	01	DO	SELPA PARTIAL PAYMENT
306	CCOE	\$ 10,999.00	01	DO	CEWAN PARTIAL PAYMENT
RC17	CUSD EMER FD-CA FBLA	\$ 238.00	95	CHS	FBLA REGISTRATIONS
RC17	CUSD EMER FD-ERIK WRYSINSKI	\$ 24.31	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC17	CUSD EMER FD-CA STATE PARKS	\$ 93.00	01	CHS	ESA FIELD TRIP
RC17	CUSD EMER FD-ANGELISLAND FERRY	\$ 344.00	01	CHS	ESA FIELD TRIP
RC17	CUSD EMER FD-ENTERPRISE ELEM SCHOOL	\$ 200.00	13	CAFET	MEMBERSHIP IN CO OP
RC17	CUSD EMER FD-CJSF	\$ 35.00	01	EMS	DUES
RC17	CUSD EMER FD-RANDY WATT	\$ 471.84	01	DO	RETURN OVERPAY OF HEALTH BENEFITS
RC17	CUSD EMER FD-SOPHIE KEENAN	\$ 38.57	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC17	CUSD EMER FD-LASSEN COLLEGE	\$ 180.00	95	CHS	FFA REGISTRATION FEE
RC17	CUSD EMER FD-SHASTA COLLEGE	\$ 108.00	95	CHS	FFA REGISTRATION FEE
RC17	CUSD EMER FD-CA FBLA	\$ 440.00	95	CHS	DUES
RC17	CUSD EMER FD-WEST VALLEY HIGH	\$ 115.00	01	SPORTS	CROSS COUNTRY ENTRY FEE
RC17	CUSD EMER FD-RON CALCAGNO	\$ 212.94	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
298	CUSD GENERAL FUND	\$ 43,342.56	13	CAFET	ANNUAL UTIL, M& O SUPPORT TO GEN FD
312	DAVIES OIL CO	\$ 1,922.05	01	MOT	FUEL FOR DISTRICT VEHICLES
302	DAVISON DRUGS	\$ 46.96	01	CHS	SUPPLIES
299	ELITE SOUND	\$ 500.00	95	CHS	DJ FOR DANCE
307	GOLD STAR FOODS	\$ 7,170.18	13	CAFET	FOOD
292	JOHNSON PRINTING	\$ 259.33	01	BPS	SUPPLIES
296	LCMS AWARDS	\$ 56.57	01	SPORTS	AWARDS
300	JAMIE MYERS	\$ 168.20	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
297	ONE STONE APPAREL	\$ 526.56	01	CHS	PE CLOTHES
308	SHERYL PARKER	\$ 295.39	01	DO	REIMBURSE FOR MILEAGE
295	PIERCE JT USD	\$ 650.00	01	SPORTS	BASKETBALL ENTRY FEE
291	READING OIL	\$ 1,278.39	01	MOT	FUEL FOR DISTRICT VEHICLES
301	SIERRA SCHOOL EQUIPMENT	\$ 8,266.83	01	CHS	FURNITURE
303	STANDARD INSURANCE	\$ 2,005.80	01	DO	INCOME PROTECTION PREMIUMS
311	SUPERIOR TIRE SERVICE	\$ 76.66	01	MOT	TIRE
305	RYAN TIETZ	\$ 117.30	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
310	US BANK EQUIPMENT FINANCE	\$ 2,427.96	01	ALL	COPIER LEASES
RC18	US BANK CALCARD VISA	\$ 22,297.76	ALL	ALL	SEE ATTACHED
304	JOHN WIRT	\$ 169.60	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
TOTAL ALL FUNDS		\$ 268,753.70			

US BANK CALCARD VISA

Leasa Hill			FD DESCRIPTION	
27-Sep	C&C SMART FOOD51705721	\$495.55	13	
Jeremy Miller				
2-Oct	CDW GOVT #KJH4902	\$578.08	01	EMS TECH SUPPLIES
26-Sep	CDW GOVT #KGT7556	\$926.20	01	EMS TECH SUPPLIES
25-Sep	CDW GOVT #KGK0430	\$5,965.55	01	MICROSOFT ANNUAL LICENSE FEES
Rosemary Hicks				
2-Oct	MAGNATAGVISIBLESYSTEMS	\$1,410.80	01	BPS SUPPLIES
28-Sep	JONES SCHOOL SUPPLY CO.,	\$95.25	01	BPS SUPPLIES
28-Sep	GBC*ECOMMERCE	(\$25.92)	01	BPS CREDIT FOR RETURN
28-Sep	FULLY INC	(\$1,012.98)	01	BPS CREDIT FOR RETURN
26-Sep	SP * ROAD ID, INC.	\$69.97	01	BPS SUPPLIES
Terry Biladeau				
25-Sep	THE HOME DEPOT #1019	\$29.13	01	MOT MAINTENANCE SUPPLIES
Sheryl Parker				
25-Sep	AMAZON MKTPLACE PMTS	\$14.28	01	DO SUPPLIES
25-Sep	AMAZON MKTPLACE PMTS	\$21.35	01	DO SUPPLIES
25-Sep	RLI*RENAISSANCE LEARN	\$1,590.00	01	OLL AR/AM LICENSE
25-Sep	HMCO ECMMRCE* BOOKS	\$1,896.18	01	CHS TEXTBOOKS
Nick Schantz				
27-Sep	AMAZON.COM AMZN.COM/BILL	\$185.06	01	MOT MAINTENANCE SUPPLIES
Jody Johnston				
27-Sep	OTC BRANDS, INC.	\$96.44	95	EMS ASB SUPPLIES
26-Sep	AMAZON MKTPLACE PMTS	\$17.50	95	EMS ASB SUPPLIES
25-Sep	AMAZON MKTPLACE PMTS	\$14.99	95	EMS ASB SUPPLIES
25-Sep	AMAZON MKTPLACE PMTS	\$252.42	95	EMS ASB SUPPLIES
25-Sep	RUSHORDERTEES/PRINTFLY	\$489.54	95	EMS ASB SUPPLIES
25-Sep	OLD FASHION CANDY	\$539.53	95	EMS ASB SUPPLIES
25-Sep	BENCHMARK EDUCATION COMPA	\$200.50	01	TEXTBOOKS
Ron Rogers				
28-Sep	A PARTS WAREHOUSE	\$67.50	01	MOT MAINTENANCE SUPPLIES
25-Sep	UPHOLSTERY SHOP	\$1,606.41	01	MOT REUPHOLSTER BUS SEATS
Rebecca Changus				
2-Oct	OTC BRANDS, INC.	\$103.49	95	CHS ASB SUPPLIES
2-Oct	OREGON SHAKESPEARE FESTIV	\$760.00	95	CHS OREGON TRIP TICKETS
29-Sep	J W PEPPER AND SON INC	\$480.99	01	CHS MUSIC SUPPLIES
29-Sep	OMNI CHEER	\$175.19	95	CHS CHEER SUPPLIES
29-Sep	AMAZON MKTPLACE PMTS	\$19.90	01	CHS SUPPLIES
29-Sep	BELNICK RETAIL, LLC	\$3,131.05	01	CHS CHAIRS FOR BAND
28-Sep	NATIONAL FFA ORGANIZATION	\$358.00	01	CHS AG SUPPLIES
26-Sep	ROSETTA STONE	\$217.94	01	CHS SUPPLIES
25-Sep	AMAZON.COM	\$39.76	01	CHS SUPPLIES
25-Sep	AMAZON.COM	\$92.61	01	CHS SUPPLIES
25-Sep	AMAZON.COM	\$88.68	01	CHS SUPPLIES
25-Sep	AMAZON.COM	\$229.42	01	CHS SUPPLIES
25-Sep	AMAZON MKTPLACE PMTS	\$101.88	01	CHS SUPPLIES
25-Sep	SPORT DECALS INC	\$377.73	95	CHS ASB SHIRTS
Jesse Rodriguez				
2-Oct	HOBBY-LOBBY #491	\$51.47	01	BPS SUPPLIES
2-Oct	HOBBY-LOBBY #491	\$57.90	01	BPS SUPPLIES
2-Oct	HOBBY-LOBBY #491	\$229.35	01	BPS SUPPLIES
25-Sep	SOUTHWES 5268767097472	\$252.97	01	PLANE TICKET TO BENCHMARK TRAINING
Zeba Hone				
27-Sep	USPS PO 0517280932	\$6.10	01	DO POSTAGE

\$22,297.76

**44th DISTRICT AGRICULTURAL
ASSOCIATION FIVE-YEAR RENTAL AGREEMENT**

This Agreement is entered into as of January 01, 2018 by and between the 44th District Agricultural Association, a public entity; ("DAA") the City of Colusa ("City"), and the Colusa Unified School District, ("District") which agree as follows:

1. PREMISES: DAA hereby rents to the District to use the real property comprised of approximately 6.5 acres described as follows and as illustrated in Exhibit "A" and attached hereto ("Premises") in accordance with the provisions of this Agreement:

The south field bounded by a chain link fence on the North, the District Utility Yard on the West and Colus Avenue on the South and Eighth Street on the East.

2. TERM: The term of this Agreement shall commence on January 1, 2018 and continue until December 31, 2026, to be reviewed annually by the CEO of the DAA and the District Manager of the District or their representatives. Provided that the DAA and the District may terminate this Agreement by giving written notice no less than 90 days before termination.

3. RENT: District shall pay DAA annual rent per the schedule below due prior to January 14th of each year during the term of this Agreement. Rent shall be paid by check or money order to DAA at its principal offices or such other place as DAA designates. If payment is not received by January 14th of each year, a 10% late fee shall be assessed.

January 1, 2018 to December 31, 2022 \$7,500/year

4. USE: District shall use the Premises solely for the purpose of a public recreation area. District shall obtain and keep in effect all licenses and entitlements required for this use of the Premises and shall comply with all terms and conditions of said licenses and entitlements. District shall not physically damage, fail to maintain and repair, or conduct any nuisance on the Premises. District shall comply with all applicable laws.

5. REGULATIONS: District agrees to comply with all reasonable written regulations established by the DAA after consultation with the District.

6. USE OF PREMISES BY OTHERS: The DAA reserves the right to use the premises during the annual County Fair and Farm Show and at other times as mutually agreed upon by the hereto. At such times that DAA uses the property, it shall repair any and all damages to the improvements on the property including but not limited to the irrigation systems, restrooms, fences, benches and backstops. DAA shall not grant use of the property to any third parties without first obtaining written permission from the District, which shall not be unreasonably withheld. Use of the property by others relieves the District of any responsibility as set forth in section 14 and 15, during such use by any third party.

7. UTILITIES AND SERVICES: Each entity, understanding the nature of this agreement is a benefit to all involved, agrees to the following allocation of utility and service charges:

District shall pay gas, heat, trash/garbage disposal, and any/all other utility costs not listed below. City shall donate water and sewer services

8. JANITORIAL: District shall maintain the Premises in a clean and sanitary condition. District shall provide janitorial service for its use of the Premises. No toxic or hazardous materials shall be placed in the trash containers. District shall pick up trash from the general areas of the ballpark. District shall maintain the landscaped portions of the Premises in a pleasing condition. District shall supply paper products for the restrooms.

9. SECURITY: The District is responsible for providing its own security on the Premises as District deems necessary in its sole discretion. District shall be solely responsible for the safety of its staff and invited users of the Premises.

10. TAXES AND ASSESSMENTS: The District agrees to comply with all State laws pertaining to Sales tax.

11. CONDITION OF PREMISES: District acknowledges that the Premises were in a good and safe condition. District shall provide all furnishings and equipment needed of the District.

12. FUTURE ALTERATIONS AND REPAIRS: District shall not make alterations to the Premises without the prior written consent of DAA. The DAA agrees that the District is entitled to make repairs as part of its normal maintenance and risk management programs. District agrees that any alterations or additions approved by DAA will be constructed pursuant to the Uniform Building Code as adopted by the District.

13. MAINTENANCE: The District agrees to maintain, repair and keep in good order the existing fence adjacent to Colus Avenue on that portion and between the ball park and the fairgrounds and Eighth Street on the west side of the street to and including Harris Street, and to maintain proper weed control and litter removal in the entire area. All other facilities and other equipment installed by the District shall remain the property of the District.

14. INDEMNITY: District shall indemnify, defend and hold DAA, CCA, the State of California and their respective officers, agents, employees, contractors, guests and invitees harmless from all claims, liabilities, losses, damages, expenses and causes of actions ("Losses") arising out of or in connection with District's use of the Premises or its failure to comply with any of its obligations contained in the Agreement; provided that District shall not be obligated to indemnify, defend or hold a person or entity harmless for Losses resulting from that person's or entity's sole negligence or willful misconduct. DAA shall indemnify and hold District and its respective officers, agents, employees, contractors, guests and invitees harmless from all claims, liabilities, damages, expenses and cause of action arising out of or in connection with DAA's use of the premises as provided in section 6 herein.

15. INSURANCE REQUIREMENTS: During the term of this Agreement, all extensions thereof, hold-over periods or any other occupancy of the Premises by District, District shall maintain at its sole cost and expense, the insurance coverage's described in this section with respect to District's use of the Premises pursuant to this Lease. General liability coverage limits shall not be less than that of \$2,000,000 per occurrence and \$1,000,000 per occurrence automobile coverage. District shall provide Workers' Compensation insurance as required by law. District agrees to provide insurance certificate naming the following as additional insureds, 'State of California, Colusa County Fair/44th DAA, Lessor / Sublessor' if fair site is leased/subleased, their directors, officers, agents, servants and employees are made additional insured but only insofar as the operations under this contract are concerned. DAA as additional insured.

(a) Certified Copies of Policies - Upon request by 44th,DAA, District shall immediately furnish a complete copy of any policy required hereunder, with said copy certified the underwriter to be a true and correct copy of the original policy.

16. NONDISCRIMINATION: District shall not arbitrarily discriminate against any person for any reasons including race, color, creed, sex, national origin, ancestry, age, disability or religion. District shall post in conspicuous locations, notices provided by DAA setting forth the provision of The California Fair Employment and Housing Act.

17. HAZARDOUS SUBSTANCES: District agrees that it will comply with all laws pertaining to the use, storage, transportation and disposal of any hazardous substance at the term is defined in applicable law. District shall indemnify, defend and hold DAA, CCA, the State of California and their respective officers, agents, employees, contractors, guests and invitees harmless from all claims, liabilities, losses, damages, expenses and causes of action ('Losses") arising out of or involving any hazardous substance brought on to the Premises during the time District uses the Premises or has the right to use the Premises, District shall not be obligated to indemnify, defend or hold a person or entity harmless for losses resulting from that person's or entity's sole negligence or willful misconduct and provided further, that District shall have no liability under this Agreement with respect to undergoing migration of hazardous substance from adjacent properties unless caused by or contributed to by District . District's obligations in this section shall apply to the cost of investigation, removal, remediation, restoration and/or abatement and shall survive the expiration or termination of this Agreement. No termination, cancellation or release agreement entered into by DAA and District shall release District from its obligations under this Agreement with respect to hazardous substances, unless expressly stated in the termination, cancellation or release agreement. District is not responsible for hazardous waste on this site that may exist prior to the District's first use of the property in 2017.

18. RIGHT OF ENTRY AND USAGE: DAA shall have the right to inspect the Premises at any time during the term of this Agreement, provided that the District be given advance notice of any inspection and that the District be allowed to accompany said inspection.

19. SUBLETTING: District shall not assign this Agreement or sublet any portion of without the prior written consent of DAA.

20. NOTICES: All notices shall be deemed given when made in writing and deposited in the United States mail, certified, postage prepaid and addressed to such party the following address:

To District: Colusa Unified School District
745 Tenth Street
Colusa, CA 95932

To DAA: Colusa County Fair
44th District Agricultural Association
1303 - 101h Street
Colusa, CA 95932

Either party may change its address for the receipt of notices by giving written notice of change to the other party. Either party may give personal notice to the other party.

21. HOLD OVER: Any holding over after the expiration or termination of this Agreement with the written consent of DAA shall be deemed a month-to-month tenancy subject to the terms and conditions of this Agreement.

22. DISPOSITION OF IMPROVEMENTS: Prior to the expiration or termination of this Agreement, District shall (i) remove all personal equipment, improvements, fixtures and property placed on the Premises by District, (ii) repair any damage caused by said removal, and (iii) restore the Premises to its condition on the date of District's initial occupancy in 2018 less normal wear and tear, except however, the DAA may approve, in writing, any deviation from this requirement.

23. INDEPENDENT CONTRACTOR: This Agreement shall not be construed or interpreted to create a partnership between District and DAA.

24. CORPORATE AUTHORITY: Each individual executing this Agreement on District's behalf represents and warrants that he or she is duly authorized to execute and deliver this Agreement on District's behalf and that this Agreement is binding on District in accordance with its terms. Upon execution of this Agreement, District shall deliver to DAA a certified copy of resolution of District Council authorizing execution of this Agreement.

25. SEVERABILITY: The determination that a provision of this Agreement is illegal or unenforceable shall not affect any other provision of this Agreement.

26. BINDING CLAUSE: The provisions, covenants and conditions of this Agreement shall extend to, be binding upon and insure to the benefit of the heirs, executors, administrators, successors and assigns of the respective parties hereon.

27. SECTION HEADINGS: All section headings contained herein are for convenience of reference only and are not intended to define or limit the scope of any provisions of this Agreement.

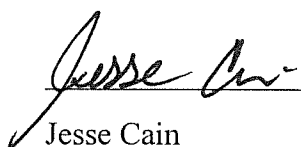
28. ESSENCE OF TIME: Time is of the essence for every provision, covenant and condition of this Agreement.

29. ENTIRE AGREEMENT: This Agreement contains all the agreements of the parties hereto and supersedes all prior negotiations. There have been no representations by DAA or understandings made between DAA and District other than those set forth in this Agreement.

30. AMENDMENT: This Agreement may only be modified or amended by a written instrument duly executed by the parties hereto.

Johnathan Howard
CEO
The Colusa County Fair
44th District Agricultural Association, A State Institution

Date



Jesse Cain
City Manger
City of Colusa

9-28-17

Date

Dwayne Newman
Superintendent
Colusa Unified School District

Date

EXHIBIT "A"

RENT AGREEMENT

DESCRIPTION OF PROPERTY

#1. PREMISES

The 6.5 acres is located on the property of the 44th DAA, Colusa County Fairgrounds (State of California) at the South end, bounded by a chain link fence on the North, the District Utility Yard on the West, Colus Ave. on the South and approximately 2 acres on the East.

August 8, 2017

TO: Board of Trustees

FROM: Sheryl Parker
Dwayne Newman

RE: Request for Additional District Office Position

History of District Office Staffing:

District Office Positions January 2010

All positions 12 months, 8 hours daily except where noted

Superintendent, Larry Yeghoian

Executive Administrative Assistant, Mary Lyttle

Bilingual Parent Liaison, 8 hours/day 193 days, Rosa Bautista

Business Manager (CBO), Sheryl Parker

Payroll/Personnel Technician, Shannon Laux

Account Clerk, Terry Weldon – Accounts Payable/ASB Accounting/Cafeteria Clerical Support

District Data and Testing Coordinator, Sipke Flanigan-Home School Secretary/Registrar, CALPADS (CSIS at the time), AERIES, District Testing Coordinator

Substitute Teacher Coordinator 3 hours/day, 183 days, Sandy Ward

Sipke Flanigan, District Data and Testing Coordinator, retired from the District February 2010 during the height of the recession. The position was eliminated to save District funds during a period where we were continuously cutting the budget looking for savings to meet huge cuts by the State.

Account Clerk assumed the CSIS, AERIES, District Testing Coordinator duties and kept the Cafeteria Clerical Support duties. Home School Secretary became the duty of the Executive Administrative Assistant as the Superintendent took on the duty of Home School Principal. Accounts Payable & ASB Accounting duties were added to the CBO job.

The Account Clerk at that time spent the majority of her day on Accounts Payable and ASB accounting. New processes were put in place to streamline the work but there is a multitude of paperwork that goes with AP. Handling AP/ASB adds many hours to the CBO workload.

Substitute Teacher Coordinator retired June 2010. The position was eliminated and replaced with a Computer Substitute Finding System AESOP. Payroll/Personnel Tech maintains the AESOP system, which adds hours to the workload, but it is much cheaper than having a person calling substitutes. The District now utilizes AESOP for some of its Absence tracking.

In December 2013, the board rejected a proposal to compensate the CBO for these additional duties, but approved hiring of a part time position. Annual savings at that time for the position was approximately \$65,000. At the time (2014), administration did not want to hire a part time position and proposed reassessing the workload after the new Executive Administrative Assistant took over some of the duties.

The new EAA (Zeba Hone) began work at the District office in May 2014. She assumed the following duties to decrease the CBO workload:

- Facility Use applications and billing
- Property/Liability Insurance
- Auditing of AP each week and Mailing AP Warrants
- Auditing Bank Statements and Journal Entries monthly

The EAA also began to do the following HR tasks:

- Creating processes for hiring
- Advertisement and listing of all new hires on Edjoin
- Processing job applications
- Arranging interviews – contacting interview committee members, giving Edjoin access to committee members, fielding questions, scheduling interviews, setting up the interview room, etc.

At the same time, new requirements were on the horizon that would add many hours of work to the District Business Office. The Affordable Care Act (ACA 1/1/15) and Paid Sick Leave (PSL 7/1/15) programs were put in place. Normally, recordkeeping for ACA and PSL is done by employees in the Human Resources/Payroll offices of most districts. However the CBO assumed the handling and processing of timesheets and records for these 2 programs.

District Office Today:

Comments from the CBO:

Dwayne asked me to say when I just felt I could not handle another thing and I am at that point. I work 9 hours most days in the office, take work home, work on weekends and vacations just to keep the work flowing and the deadlines being met. I have a projected retirement date of September 2022. It sounds like a long time away but 5 years will be here sooner than we would all like. I am the only CBO in the County that does Health Insurance billing, processing, handling, questions, counseling, and reporting along with the ACA/PSL recordkeeping. This job duty will most likely not be passed along to my replacement. These jobs should be handled by Human Resources/Payroll department. When I look to the future, I only see the need to hire another full time employee in the District Office.

In my experience hiring a part time employee is not a good solution for assistance in the District Office. Part time employees are usually looking for full time work so if we were to advertise a part time position, it is more likely to be vacated sooner than we would like. Of course there is no guarantee a full time person will stay, but the chances are greater. We would hope the person hired for this position would be building a career in our district. We will be investing a lot of time and money into training.

PROPOSAL:

Hire a full time position, 8 hours/day, 12 months. This person would be trained on payroll and all human resource processes. They would first learn how to do the job announcements and advertising for open positions in our district which would take those duties out of the Superintendent's office and put them in the Human Resources (HR) office where they belong. After the new person learns the HR side and how to assist with payroll, this person would be trained to handle the Health Insurance, ACA and PSL, which will then take duties from the CBO. We estimate it will take a new person 2-4 years to learn all the necessary tasks. The new person would be attending CASBO and QSS trainings on their job and assist with day to day things in the Payroll/HR Department.

Although the duties are currently being taken care of by the EAA, PPT, and CBO, it is not an optimal design right now or for the future of our district. We could be more efficient and build a true human resources department dedicated to taking care of all personnel matters. Customer Service is always our priority and it would be beneficial for our employees and the public to have one department to contact for all HR/Payroll needs.

Job Duties that have increased since 2010:

1. ACA Affordable Card Act-Annual ACA Reporting is very time consuming as well as recordkeeping for each payroll twice a month.
2. PSL Paid Sick Leave-time consuming recordkeeping for each payroll twice a month.
3. Credentials and the need for waivers, permits, emergency credentials, as well as renewal reminders for current credentialed staff. a It takes additional time with each applicant to determine a possible need for a waiver, permit, or emergency credential should an assignment and their current credential qualifications not match. Because all credential activity must be submitted through CCOE to the state, the PPT has frequent interaction and meetings with the CCOE credential analyst for these increased needs and remains in contact with the staff member for follow up information.
4. Legal requirements for STRS/PERS Reporting-Payroll reporting has been shifting from CCOE to the Districts in the past 18 months. It takes more time to prepare and review payroll in our office now that CCOE no longer audits payroll (since November 2016). Also, STRS/PERS requirements change annually so constant training, close monitoring, and consistent practices are required.
5. There is a significant increase in the number of timesheets to process each payroll as we have more substitute teachers, and more days that substitutes are paid as there is more staff development offered, etc.
6. Hiring increase. In 2009-10 we hired 5 employees all year. In 2016-17, we have hired 35 employees so far which includes classified staff, classified substitutes, walk on coaches, and certificated staff. (This does not include certificated substitutes; see comment following on certificated substitutes). Each of these new employees requires a 30-40 minute orientation done after the initial contact via email with detailed instructions of the hiring process.

The District is part of a consortium for hiring certificated substitute teachers. The consortium alleviates the tasks of advertising and fingerprinting subs but the District is required to obtain copies of basic legal information from every substitute in order to process a payment. We currently have 122 of the 134 processed to work in our district. There are 12 other substitutes that have not returned paperwork and have been sent (numerous) reminders via email and US mail to complete necessary forms.

7. Absence tracking Recordkeeping (more absences due to more staff development training and more employees)
8. Leaves - There are several Federal, State, and California Department of Education laws, as well as, bargaining unit contract language which is applied differently to certificated staff and classified staff that require PPT to learn and keep in compliance. Leaves are applied for a range of reasons such as workman's compensation claims and pregnancy leaves. With these increases in leave comes increases in the correspondence necessary to the employee informed and to document that we remain in compliance. The laws are constantly changing. Each time correspondence is sent to an employee about their leave, we must revisit the language and often contact our attorney as these are legal notices. There seem to be more leaves than ever before as we increase the number of employees who work in the District. In 2011 the PPT printed 255 W-2 forms, last year that number increased to 315.

District Office Positions Performing Comparable Duties

In ADA order from smallest to largest:

District Name	16-17 P2 ADA	DO Positions FTE*
Williams Unified	1282	4.35
<i>Colusa Unified</i>	<i>1401</i>	<i>3.00</i>
Pierce Joint Unified	1448	4.10
Middletown Unified	1607	4.35
Willows Unified	1620	4.41
Fort Bragg Unified	1699	6.00
Live Oak Unified	1762	7.10
Gustine Unified	1890	6.00
Gridley Unified	2009	7.00
Oroville Union High School	2172	7.10
Average	1689	5.34

Average ADA per FTE (1689/5.34) 316.233

IF Average Colusa USD ADA 1401 should have FTE 4.43

FTE Below Average	-1.43
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**FTE - Full Time Equivalent - 1 FTE is 8 hrs/day, 12 months/yr*

*List of Positions by District and FTE***Williams Unified**

CBO	1
Payroll/Personnel	1
Accounting Specialist	1
Confidential Clerk	0.25
Executive Administrative Assistant	1
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	4.35

Colusa Unified

CBO	1
Payroll/Personnel	1
Executive Administrative Assistant	<u>1</u>
TOTAL FTE	3

Pierce Joint Unified

CBO	1
Payroll/Personnel Technician	1
Fiscal Specialist	1
Executive Administrative Assistant	1
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	4.1

Middletown Unified School

CBO	1
Fiscal Specialist - AP/AR/Benefits	1
Fiscal Specialist - Payroll	1
Administrative Assistant to Superintendent	1
Receptionist	0.25
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	4.35

Gustine Unified School District

CBO	1
AP/Business Specialist	1
Payroll/Administrative Assistant	1
Administrative Assistant to Superintendent	1
ASB Clerk	1
Human Resources Specialist	<u>1</u>
TOTAL FTE	6

Willows Unified

CBO	1
HR/Payroll	1
Ap/AR Clerk	0.81
Superintendent's Administrative Assistant	1
Categorical Programs Manager	0.5
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	4.41

Live Oak Unified

CBO	1
Administrative Assistant to CBO	1
Accounting Supervisor	1
Accounting Technician	2
Executive Assistant to Superintendent	1
Personnel Technician	1
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	7.1

Gridley Unified

CBO	1
Human Resources Manager	1
Human Resources Technician	1
Account Clerks	2
Payroll Technician	1
Secretary to Superintendent	<u>1</u>
TOTAL FTE	7

Oroville Union High School District

CBO	1
AP Clerk	1
Budget/Accounting Technician	1
Senior Budget/Accounting Technician	1
HR Technician	1
Receptionist/CBO Secretary	1
Administrative Assistant to Superintendent	1
ASB Accounting and Reporting - Sites	<u>0.1</u>
TOTAL FTE	7.1

Fort Bragg Unified School District

CBO	1
Budget Analyst	1
Accounts Payable Specialist	1
Payroll Specialist	1
Administrative Assistant Human Resources	1
Administrative Assistant to Superintendent	<u>1</u>
TOTAL FTE	6

DRAFT

Colusa Unified School District

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

16-17 Confidential/ASES Coordinator Salary Schedule

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

Change Title Only of Current Payroll/Personnel Technician

Executive Administrative Assistant		
Payroll/Personnel Specialist II		
Year	Annual	Hourly
1	\$43,138	\$20.64
2	\$45,311	\$21.68
3	\$47,568	\$22.76
4	\$49,951	\$23.90
5	\$52,438	\$25.09
6	\$55,072	\$26.35
7	\$57,809	\$27.66
11	\$60,715	\$29.05
14	\$63,745	\$30.50
17	\$66,943	\$32.03
20	\$70,287	\$33.63

Work Days 261.25

Annual Based upon 8 hours/day

Potential Addition to Salary Schedule 3% less than Payroll/Personnel Specialist II

Payroll/Personnel Specialist I		
Year	Annual	Hourly
1	\$41,842	\$20.02
2	\$43,932	\$21.02
3	\$46,126	\$22.07
4	\$48,446	\$23.18
5	\$50,850	\$24.33
6	\$53,400	\$25.55
7	\$56,075	\$26.83
11	\$58,875	\$28.17
14	\$61,822	\$29.58
17	\$64,915	\$31.06
20	\$68,155	\$32.61

Work Days 261.25

Annual Based upon 8 hours/day

After School Education Coordinator		
Year	Annual	Hourly
1	\$23,368	\$20.02
2	\$24,536	\$21.02
3	\$25,761	\$22.07
4	\$27,057	\$23.18
5	\$28,399	\$24.33
6	\$29,823	\$25.55
7	\$31,317	\$26.83
11	\$32,881	\$28.17
14	\$34,527	\$29.58
17	\$36,255	\$31.06
20	\$38,064	\$32.61

Work Days 190 + 13 Holidays = 203

Annual Based upon 5.75 hours/day

Health Benefit Cap \$876.98

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

Colusa Unified School District

Job Description

Title: **Payroll/Personnel Specialist I** (Non-Union - Confidential Employee)

Basic Function:

Under the direction of the Superintendent and working closely with Payroll/Personnel Specialist II, responsible for performing a variety of complex, highly skilled, advanced level Human Resources, Personnel and Payroll functions.

Representative Duties:

- Audits payroll and backup to process payroll, assists in payroll preparation
- Health Benefit Administration
- Certificated Income Protection Administration
- Affordable Care Act (ACA) Accounting and Reporting
- Paid Sick Leave (PSL) Accounting
- Advertises Job Openings
- Sets up Interviews with candidates including coordinating interview schedule, information to the interview panel, testing of applicants, etc.
- Administers Bus Driver Drug Testing Program and maintains records for California Highway Patrol (CHP)
- Assists with Workers Compensation Claims processing, Absence Tracking, Credential Monitoring, New Employee orientations, Position Control maintenance, Employment Verifications, Unemployment Claims and any other function of District Human Resources/Business Office.

Education, Experience, Certificates:

High school diploma or equivalent; four years of accounting/payroll/human resources work experience preferred. Proficient to advanced level experience working with Microsoft Excel and Microsoft Word. Communicate effectively both orally and in writing.

Working Conditions:

Business casual attire is required

Environment:

The nature of the position requires the employee to work in a fast paced, multi-tasking environment. The employee may be expected to perform repetitive tasks for long periods of time.

CSBA Sample

Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0000(a)

VISION

The Governing Board believes that a clearly stated purpose and direction for the district provide the foundation for continuous improvement and accountability. In order to provide a clear focus for district programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the district programs and activities that which is focused on student learning and describes what the Board wants its schools to achieve. focuses on the achievement and well-being of all students and reflects the importance of preparing students for the future academically, professionally, and personally. The vision shall recognize the unique role of students, parents/guardians, staff, and community partners in contributing to a high-quality education for all students. This The district's vision may be incorporated in various documents, including the district's into its mission or purpose statement, philosophy or motto, long-term goals, short-term objectives, and for comprehensive plans such as the local control and accountability plan (LCAP).

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall recommend an appropriate process, with clearly defined procedures, timelines, and responsibilities, for establishing, and/or reviewing, and updating the district's vision statements. This process shall include a review of relevant district documents and data including, but not limited to, information about student demographics, student achievement, current programs, and emerging educational issues. The process shall incorporate an analysis and identification of district strengths and areas in which growth is needed. Input shall be solicited from which is inclusive of parents/guardians, students, staff, and community members through methods such as surveys, focus groups, advisory committees, and/or public meetings and forums.

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)

The Board shall review the district's vision statements at least every three years or whenever a new Board member or Superintendent joins the district. annually, in conjunction with the update to the LCAP, to ensure consistency among all documents that set direction for the district. Following these reviews, the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians, and the community **and shall regularly report to the Board regarding district progress toward the vision.**

(cf. 1113 - District and School Web Sites)
(cf. 1100 - Communication with the Public)

Board decisions regarding curriculum, policies, the budget, collective bargaining agreements, and other district operations shall be aligned with the district's vision. In addition, the Superintendent or designee shall ensure that staff's implementation of district programs and activities supports attainment of the district's vision.

The Superintendent or designee shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

52060-52077 Local control and accountability plan

Management Resources:

CSBA PUBLICATIONS

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017

Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014

Defining Governance, Issue 4: Governance Decisions, Governance Brief, June 2014

Defining Governance, Issue 3: Governance Practices, Governance Brief, April 2014

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

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Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0100(a)

PHILOSOPHY

As part of its responsibility **In order** to establish **and support** a guiding vision for the district, the Governing Board shall develop, **articulate**, and regularly review **a an overarching** set of fundamental principles which describes the district's **core** beliefs, values, **and** or tenets. The Board and district staff shall incorporate **this philosophy in these principles into** all **district** programs, **and** activities, **and operations of the district**.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9000 - Role of the Board)

Note: **The thought process and collaborative effort required of the Governing Board in articulating district philosophy are crucial to the creation and evolution of philosophy reflective of local ideologies.** Districts are **strongly** encouraged to **engage in thoughtful discussions and to** replace or supplement the philosophical statements below with those that reflect their own locally developed philosophical statements.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. ~~Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high quality education that challenges the student to achieve to his/her fullest potential.~~ **Every student should have an opportunity to receive a quality education regardless of his/her social, cultural, or economic background.**

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

3. **Every student in the district has a right to be free from discrimination, harassment, intimidation, and bullying, as prohibited by law or district policy.**
- ~~3.~~ 4. The future of our nation and community depends on students possessing the skills to be lifelong learners, **collaborative and creative problem solvers**, and effective, contributing members of **a global and technologically advanced** society.
5. **Highly skilled and dedicated teachers and educational support staff have the capacity to guide students toward individual achievement and growth, and have a direct and powerful influence on student learning and life experiences.**
- ~~4.~~ 6. A safe, nurturing environment **and positive school climate are** ~~is~~ necessary for learning, **academic achievement, and student development.**

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

- ~~5.~~ 7. Parents/guardians have a right and an obligation to ~~participate~~ **be engaged** in their child's ~~schooling~~ **education and to be involved in the intellectual, physical, emotional, and social development and well-being of their child.**

(cf. 6020 - Parent Involvement)

- ~~6.~~ 8. The **needs of the whole child must be addressed, as the** ability of children to learn is affected by social, health, and economic conditions and other factors outside the classroom.
- ~~7.~~ 9. Early identification of ~~student~~ learning and behavioral difficulties **and timely and appropriate support and intervention** contribute to student success.
- ~~8.~~ 10. Students and staff ~~respond positively to~~ **are encouraged and motivated by** high expectations and recognition for their accomplishments.

9. 11. Continuous School improvement is necessary a dynamic process requiring flexibility and innovation to meet the needs of students in a changing economy and society world.

12. Professional development for the Board and district staff is essential for the growth and success of the district and its students.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Training)

10. 13. The diversity of the student population body and school staff enriches the learning experience for all students, promotes cultural awareness and acceptance, and serves as a model for citizenship in a global society.

11. 14. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning. A common set of norms and protocols is crucial to effective governance.

12. 15. A high level of eCommunication, trust, respect, collaboration, and teamwork strengthen the relationship among Board members and between the Board and Superintendent, and contributes to the effectiveness of the decision-making governance team.

13. 16. The community provides an essential resource to the educational program and district are inextricably connected partners, wherein the community's engagement in issues that impact the schools enhances the district's programs and student learning.

(cf. 1000 - Concepts and Roles)

14. 17. Effective Two-way communication with all stakeholders helps build support for the school is essential for establishing continuity, support, and shared goals both within the district and with the surrounding community.

18. The Board has a responsibility to advocate on behalf all students, keep current on legislative issues affecting education, and build positive relationships with local, state, and federal representatives.

19. A fiscally sound budget which is reflective of the district's vision is imperative to the financial stability of the district and to the attainment of its goals.

15. 20. Accountability Responsibility for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017

Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014

Defining Governance, Issue 2: Governing Commitments, Governance Brief, February 2014

WEB SITES

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

National School Climate Center: <http://schoolclimate.org>

(11/86 2/98) 7/17

Board Policy

Administration

BP 2140(a)

EVALUATION OF THE SUPERINTENDENT

Note: The following **optional** policy should be revised to ensure consistency with specific evaluation provisions in the Superintendent's contract. Information and training on effective superintendent evaluation are available through CSBA's Governance Consulting Services.

~~The Governing Board recognizes that, in order to effectively fulfill its responsibilities for setting direction, ensuring accountability, and providing community leadership for the district, it must adopt measures for holding the Superintendent accountable. At a minimum, the Board shall annually conduct a formal evaluation of the Superintendent's performance to assess his/her effectiveness in leading the district toward established goals. In addition, the evaluation process may include opportunities during the year for review of the Superintendent's progress toward meeting the goals. The evaluation shall be in accordance with the provisions of the Superintendent's contract and any applicable Board policy.~~

The Governing Board recognizes its responsibility to establish an evaluation system that enables a fair assessment of the Superintendent's effectiveness in leading the district toward established goals, serves to support his/her continued growth in leadership and management skills, and provides a basis for Board decisions regarding contract extension and compensation. The Board shall annually conduct a formal evaluation of the Superintendent's performance and may provide additional opportunities throughout the year to review the Superintendent's progress toward meeting established goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 2121 - Superintendent's Contract)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

Note: In Duval v. Board of Trustees, the court held that a board could meet in closed session to select the criteria for the superintendent's evaluation, establish a fact-gathering mechanism, and designate particular areas of emphasis because these actions might reflect the board's initial perception of the superintendent's performance since the last evaluation. District legal counsel should be consulted with questions regarding the permissible scope of closed session discussions regarding superintendent evaluation.

The Board shall determine, with the Superintendent's input, the criteria, schedule, method(s), and instrument(s) to be used for the Superintendent's evaluation. Evaluation criteria ~~shall be agreed upon by the Board and Superintendent prior to the evaluation and~~ shall include, but **are** not ~~be~~ limited to, district goals and success indicators; educational, management, and community leadership skills; and the Superintendent's professional relationship with the Board.

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2111 - Superintendent Governance Standards)

~~The Board and Superintendent shall jointly determine the evaluation method(s) and schedule that will best serve the district and the structure and format of the instrument to be used.~~

Prior to the evaluation, the Superintendent shall provide to the Board for its review a report of progress toward district goals, the Superintendent's self-appraisal of accomplishments and performance, and a statement of actions taken to address any Board recommendations from the previous evaluation.

Each Board member shall independently evaluate the Superintendent's performance **based upon the evaluation criteria**, ~~Based on these individual evaluations, after which~~ the Board ~~president~~ shall produce a **single** document that ~~summarizes~~ **integrates** the individual evaluations **and represents the consensus of the Board**. ~~The Board shall then take action on this document and present it to the Superintendent for his/her response.~~

(cf. 9121 - President)

The evaluation shall provide commendations in areas of strength and achievement; **and provide** recommendations for improving effectiveness in **any** areas of **need**, concern, **and or** unsatisfactory performance; ~~and serve as a basis for making decisions about salary increase and/or contract extension.~~

Note: Pursuant to Government Code 54957, the Board and Superintendent may meet in closed session to discuss the Superintendent's evaluation, but must not use the public employee performance evaluation exception for discussion or action on any proposed change in compensation other than a reduction in compensation that results from the imposition of discipline. In addition, the Board may meet in closed session with its negotiator pursuant to the labor negotiations exception to discuss any proposed change in compensation for unrepresented employees, including the Superintendent. See BP 2121 - Superintendent's Contract and BB 9321 - Closed Session Purposes and Agendas.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. (Government Code 54957)

(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

At this meeting, The Superintendent shall have an opportunity to ask questions, respond verbally and in writing to the evaluation, and present additional **evidence of information regarding** his/her performance or district progress.

The discussion shall include the establishment of performance goals for the next year and may identify professional development opportunities for the Superintendent and/or the entire governance team to address areas of concern, strengthen the relationship between the Superintendent and Board, or enhance the Superintendent's knowledge of current educational issues and leadership and management skills.

(cf. 9240 - Board Training)
(cf. 9400 - Board Self-Evaluation)

Note: The following paragraph may be revised to reflect district practice. In Versaci v. Superior Court, the court of appeals held that, if the Superintendent's personal performance goals are not incorporated into his/her employment contract, then they are not subject to disclosure under the California Public Records Act (Government Code 6254.8). According to the court's ruling, a general statement in the contract referring to goal setting in conjunction with performance evaluations does not clearly and unequivocally evidence the parties' intent to incorporate the future goals into the contract.

After the Board and Superintendent have discussed the evaluation, the Board president and Superintendent shall sign the evaluation and it shall be placed in the Superintendent's personnel file. **The evaluation, including personal performance goals, shall be confidential to the extent permitted by law.**

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

~~At the open session after the Superintendent's evaluation or at a subsequent meeting, the Board and Superintendent shall jointly identify performance goals for the next year.~~

~~(cf. 9400 - Board Self Evaluation)~~

Legal Reference:

GOVERNMENT CODE

6254.8 Public Records Act; employment contracts

~~53262 Employment contracts, superintendent~~

54957 Closed session, personnel matters

COURT DECISIONS

Versaci v. Superior Court, (2005) 127 Cal.App.4th 805

Duval v. Board of Trustees, (2001) 93 Cal.App.4th 902

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Governance: Superintendent Evaluation, 2006~~

WEB SITES

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

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

Administrative Regulation

Certificated Personnel

AR 4112.2(a)

CERTIFICATION

Verification of Credentials

Note: The following **optional** section may be revised to reflect district practice. **Pursuant to** Education Code **44330, 44332.5, and** 44857, ~~requires each person employed by the district in a position requiring certification qualifications must to register a valid credential with the county office of education or with the district, (if the district has an average daily attendance over 10,000), not later than 60 days after beginning employment in the district or not later than 60 days after renewing a credential. A district with over 10,000 average daily attendance (ADA) may provide for the registration of its own certificated employees' credentials. If it does not do so, or if the district has 10,000 ADA or less, certificated employees' credentials must be registered with the county office of education. The following section may be revised to reflect district practice.~~

The Commission on Teacher Credentialing (CTC) does not provide credentials in a paper format. **Pursuant to** 5 CCR 80001, ~~provides that~~ the official record of a credential is information obtained from the CTC web site. If an applicant has indicated a county of employment on his/her application, the county office of education will receive a download of credential information for that applicant. For all other certificated staff, the district must obtain verification of its employees' certification through the CTC's online service and may print the displayed information.

The Superintendent or designee shall verify that each employee in a position requiring certification qualifications possesses a valid certification document issued by the Commission on Teacher Credentialing (CTC). Such verification shall occur not later than 60 days after the commencement of employment or the renewal of a credential. (Education Code 44857)

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching English Learners)

(cf. 4112.23 - Special Education Staff)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

Note: Pursuant to Education Code 44332, 44332.5, and 44332.6, an individual may be employed while his/her application is being processed by the CTC if he/she holds a temporary certificate issued by a district with over 10,000 ADA or the county office of education, indicating that he/she has passed the state assessment of teachers' basic skills and completed a criminal record check. As amended by AB 1918 (Ch. 127, Statutes of 2016), Education Code 44332, 44332.5, and 44332.6 require the district or county office of education, prior to issuing a temporary certificate, to obtain a certificate of clearance (fingerprint clearance) from the CTC to satisfy the criminal record check requirement.

The Superintendent or designee shall verify that any person who is employed by the district while his/her application for certification is being processed by the CTC

possesses a temporary certificate based on a demonstration of basic skills and completion of a criminal background check. (Education Code 44332, 44332.5, 44332.6)

The Superintendent or designee shall maintain records of the appropriate certification of all employees serving in certificated positions.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

Basic Skills Proficiency

The district shall not initially hire a person in a position requiring certification, on a permanent, temporary, or substitute basis, unless that person has demonstrated basic skills proficiency in reading, writing, and mathematics or is specifically exempted from the requirement by law. (Education Code 44252, 44252.6, 44830)

The district may hire a certificated employee who has not taken a test of basic skills proficiency if he/she has not yet been afforded the opportunity to take the test, provided that he/she takes the test at the earliest opportunity. The employee may remain employed by the district pending the receipt of his/her test results. (Education Code 44830)

An out-of-state prepared teacher shall meet the basic skills requirement within one year of being issued a California preliminary credential by the CTC unless he/she has completed a basic skills proficiency test in another state or is otherwise exempted by law. The district shall develop a basic skills proficiency test, which shall be at least equivalent to the district test required for high school graduation, for purposes of assessing out-of-state prepared teachers pending completion of the basic skills requirement. (Education Code 44252, 44274.2; 5 CCR 80071.4, 80413.3)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency)

(cf. 6162.5 - High School Exit Examination)

Any person holding or applying for a "designated subjects special subjects" credential which does not require possession of a bachelor's degree shall pass a district proficiency test in lieu of meeting the state basic skills proficiency requirement. (Education Code 44252, 44830)

The district may charge a fee to cover the costs of developing, administering, and grading the district proficiency test. (Education Code 44252, 44830)

Short-Term Staff Permit

The district may request that the CTC issue a short-term staff permit (STSP) to a qualified applicant whenever there is a need to immediately fill a classroom based on unforeseen circumstances, including, but not limited to: (5 CCR 80021)

1. Enrollment adjustments requiring the addition of another teacher
2. Inability of the teacher of record to finish the school year due to approved leave or illness

3. The applicant's need for additional time to complete preservice requirements for enrollment into an approved intern program
4. Inability of the applicant to enroll in an approved intern program due to timelines or lack of space in the program
5. Unavailability of a third-year extension of an intern program or the applicant's withdrawal from an intern program

The Superintendent or designee shall ensure that the applicant possesses a bachelor's or higher degree from a regionally accredited college or university, has met the basic skills proficiency requirement unless exempted by state law or regulations, and has satisfied the coursework/experience requirements specified in 5 CCR 80021 for the multiple subject, single subject, or education specialist STSP as appropriate. (5 CCR 80021)

When requesting issuance of an STSP, the Superintendent or designee shall submit to the CTC: (5 CCR 80021)

1. Verification that the district has conducted a local recruitment for the permit being requested
2. Verification that the district has provided the permit holder with orientation to the curriculum and to instruction and classroom management techniques and has assigned a mentor teacher for the term of the permit

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

3. Written justification for the permit signed by the Superintendent or designee

Note: 5 CCR 80021 provides that a holder of the STSP is authorized to provide the same service as a holder of the preliminary or clear credential of the same type (i.e., multiple subject, single subject, education specialist). 5 CCR 80021 provides that all STSPs will also include an English learner authorization allowing the holder to provide services in English language development (ELD) or specially designed academic instruction in English (SDAIE); see AR 4112.22 - Staff Teaching English Learners. Upon request by the district and verification of the applicant's target-language proficiency, the STSP may instead include a bilingual authorization allowing the holder to provide instruction for primary language development or content instruction delivered in the primary language, in addition to ELD and SDAIE.

The holder of an STSP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021)

Provisional Internship Permit

Note: 5 CCR 80021.1 establishes the provisional internship permit (PIP) to staff classrooms when appropriately credentialed teachers cannot be found after a diligent search. ~~As amended by Register 2013, No. 28,~~ 5 CCR 80021.1 provides that the PIP will be issued for one calendar year and may not be renewed.

Before requesting that the CTC issue a provisional internship permit (PIP), the district shall conduct a diligent search for a suitable credentialed teacher or intern, including, but not be limited to, distributing job announcements, contacting college and university placement centers, and advertising in print or electronic media. (5 CCR 80021.1)

(cf. 4111/4211/4311 - Recruitment and Selection)

Whenever a suitable credentialed teacher cannot be found after a diligent search, the Superintendent or designee may request that the CTC issue a PIP to an applicant who possesses a bachelor's or higher degree from a regionally accredited college or university, has met the basic skills proficiency requirement unless exempted by state law or regulations, and has satisfied the coursework/experience requirements specified in 5 CCR 80021.1 for the multiple subject, single subject, or education specialist PIP as appropriate. (5 CCR 80021.1)

When submitting the request for a PIP, the district shall provide verification of all of the following: (5 CCR 80021.1, 80026.5)

1. A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern as evidenced by documentation of the search.
2. Orientation, guidance, and assistance shall be provided to the permit holder as specified in 5 CCR 80026.5.

The orientation shall include, but not be limited to, an overview of the curriculum the permit holder is expected to teach and effective instruction and classroom management techniques at the permit holder's assigned level. The permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience.

3. The district shall assist the permit holder in developing a personalized plan through a district-selected assessment that would lead to subject-matter competence related to the permit.
4. The district shall assist the permit holder to seek and enroll in subject-matter training, such as workshops or seminars and site-based courses, along with training in test-taking strategies, and shall assist the permit holder in meeting the credential subject-matter competence requirement related to the permit.
5. A notice of intent to employ the applicant in the identified position has been made public.

The district shall submit a copy of the agenda item presented at a public Governing Board meeting which shall state the name of the applicant, the assignment in which the applicant will be employed including the name of the school, subject(s), and grade(s) that he/she will be teaching, and that the applicant will be employed on the basis of a PIP. The district also shall submit a signed statement from the Superintendent or designee that the agenda item was acted upon favorably.

6. The candidate has been apprised of steps to earn a credential and enroll in an intern program.

The holder of a PIP may be assigned to provide the same service as a holder of a multiple subject, single subject, or education specialist credential in accordance with the authorizations specified on the permit. (5 CCR 80021.1)

Teaching Permit for Statutory Leave

Note: 5 CCR 80022, as added by Register 2016, No. 34, establishes the Teaching Permit for Statutory Leave (TPSL), which authorizes the holder to serve as the interim teacher of record when a teacher takes a statutory leave. The applicable statutory leaves are specified in 5 CCR 80022 and, as clarified by CTC Coded Correspondence 16-10, exclude administrative leave. The TPSL is valid for one calendar year from the first day of the month immediately following the date of issuance, but may be renewed on an annual basis provided that the holder completes additional requirements as specified and the district verifies that it will provide continued mentoring and support.

Qualifications required for the TPSL include possession of a bachelor's or higher degree, completion of the basic skills requirement, completion of a subject-matter requirement, and 45 hours of preservice preparation in the content areas listed in 5 CCR 80022. The design and delivery of the preservice preparation are at the discretion of the district and, as described in CTC Coded Correspondence 16-10, may include existing training and development programs, new preparation courses or modules, and/or partnerships with the county office of education, neighboring districts, colleges and universities, or private companies. The CTC does not accredit or oversee any TPSL preparation. The following paragraph may be revised to reflect district practice.

Whenever there is an anticipated need for the district to temporarily fill the teaching assignment of a teacher of record who will be on sick leave, differential sick leave, industrial accident or illness leave, pregnancy disability leave, or family care and medical leave under the federal Family and Medical Leave Act or California Family Rights Act, the Superintendent or designee may request that the CTC issue a Teaching Permit for Statutory Leave (TPSL) to a qualified individual who will be serving as the interim teacher of record. Prior to submitting an application to the CTC, the district shall provide the applicant with 45 hours of preparation in the content areas listed in 5 CCR 80022. (5 CCR 80022)

(cf. 4161.1 - Personal Illness and Injury Leave)

(cf. 4161.11 - Industrial Accident/Illness Leave)

(cf. 4161.8 - Family Care and Medical Leave)

A request for the TPSL shall only be submitted if the district has made reasonable efforts to hire a substitute with a full teaching credential that matches the setting and/or subject for the statutory leave position and no such candidate is available. (5 CCR 80022)

The district shall verify to the CTC that it will provide the interim teacher: (5 CCR 80022)

1. **An orientation to the assignment before or during the first month of service in the statutory leave assignment**

2. An average of two hours of mentoring, support, and/or coaching per week through a system of support coordinated and/or provided by a mentor who possesses a valid life or clear credential that would also authorize service in the statutory leave assignment
3. Lesson plans for the first four weeks of the assignment as well as continued assistance in the development of curriculum, lesson planning, and individualized education programs

Note: The TPSL authorizes the interim teacher of record to serve for the full length of the statutory leave. CTC Coded Correspondence 16-10 clarifies that, when more than one acceptable leave is taken consecutively, the holder of the TPSL may continue to serve as the interim teacher of record for the entire length of those leaves.

The holder of the TPSL may serve as the interim teacher of record for up to the full length of the leave(s) during the school year. (5 CCR 80022)

The Superintendent or designee shall maintain documentation on the assignment in accordance with 5 CCR 80022. He/she shall annually report data on the use of the TPSL to the County Superintendent of Schools for assignment monitoring pursuant to Education Code 44258.9. (5 CCR 80022)

(cf. 4113 - Assignment)

The Superintendent or designee may annually request renewal of the TPSL, provided that no substitute with a full teaching credential is available for the assignment. The application for each reissuance shall include verification that the interim teacher has completed an additional 45 hours of preparation and the district is continuing to provide mentoring in accordance with items #2-3 above. (5 CCR 80022)

Long-Term Emergency Permits

As necessary, the Superintendent or designee may request that the CTC issue an emergency resource specialist permit, emergency teacher librarian services permit, emergency crosscultural language and academic development permit, or emergency bilingual authorization permit. (5 CCR 80024.3.1, 80024.6, 80024.7, 80024.8)

The Superintendent or designee shall provide any first-time recipient of an emergency teaching permit with an orientation which, to the extent reasonably feasible, shall occur before he/she begins a teaching assignment. The Superintendent or designee may vary the nature, content, and duration of the orientation to match the amount of training and experience previously completed by the emergency permit teacher. The orientation shall include, but not be limited to, the curriculum the teacher is expected to teach and effective techniques of classroom instruction and classroom management at the assigned grade-level span. The emergency permit holder also shall receive guidance and assistance from an experienced educator who is a certificated district employee or a certificated retiree from a California district or county office of education and who has completed at least three years of full-time classroom teaching experience. (5 CCR 80026.5)

(cf. 4117.14/4317.14 - Postretirement Employment)

Emergency Substitute Teaching Permits

Note: The CTC issues emergency substitute teaching permits that authorize service as a day to day substitute, including the (1) emergency 30 day substitute teaching permit, (2) emergency career substitute teaching permit, (3) emergency substitute teaching permit for prospective teachers, and (4) emergency designated subjects 30 day substitute teaching permit for career technical education. 5 CCR 80025 80025.5 specify restrictions pertaining to the number of days that each type of permit holder may substitute for any one teacher during the school year, as noted in items #1-4 below.

For day to day substitute teaching at any grade level, the district may employ a person with an emergency substitute permit issued by the CTC, whose credential or permit authorizes substitute teaching services, provided that:

Note: 5 CCR 80025.3, as amended by Register 2016, No. 34, authorizes the holder of the STSP, PIP, or TPSL to provide day-to-day substitute teaching services for up to 30 days for a general education teacher or 20 days for a special education teacher.

1. A person holding an emergency 30-day substitute teaching permit, **STSP, PIP, TPSL**, or any valid teaching or services credential that requires at least a bachelor's degree and completion of the California Basic Educational Skills Test, shall not serve as a substitute for more than 30 days for any one teacher during the school year. He/she shall not serve as a substitute in a special education classroom for more than 20 days for any one teacher during the school year. (5 CCR 80025, 80025.3, 80025.4)
2. A person with an emergency career substitute teaching permit shall not serve as a substitute for more than 60 days for any one teacher during the school year. (5 CCR 80025.1)
3. A person with an emergency substitute teaching permit for prospective teachers shall not serve as a substitute for more than 30 days for any one teacher during the school year and not more than 90 days total during the school year. (5 CCR 80025.2)
4. A person with an emergency designated subjects 30-day substitute teaching permit for career technical education shall teach only in a program of technical, trade, or vocational education and **shall** not serve as a substitute for more than 30 days for any one teacher during the school year. (5 CCR 80025.5)

Note: 5 CCR 80025 and 80025.5 require the district to have a Statement of Need on file before employing a person with an emergency substitute permit pursuant to item #1 or 4 above. The CTC form for the Statement of Need may be found in the CTC's online [Credential Information Guide](#), which may be accessed only by employers.

Before employing a person with an emergency substitute permit pursuant to item #1 or #4 above, the Superintendent or designee shall prepare and keep on file a signed Statement of Need for the school year. The Statement of Need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person does not meet the district's specified employment criteria. (5 CCR 80025, 80025.5)

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Administrative Regulation

All Personnel

AR 4112.61(a)

4212.61

EMPLOYMENT REFERENCES

4312.61

Note: The following optional administrative regulation may be revised to reflect district practice.

The Superintendent or designee shall ~~process~~ **be responsible for processing** requests for employment references, letters of recommendation, or information about the reasons for separation regarding all district employees other than himself/herself. All letters of recommendation to be issued on behalf of the district for current or former employees shall be approved by the Superintendent or designee. At his/her discretion, the Superintendent or designee may refuse to give a recommendation.

~~Note: Pursuant to Civil Code 47, an employer cannot be sued for providing information about the job performance or qualifications of a current or former employee when such information is given to a prospective employer without malice and at the prospective employer's request. This protection does not apply, however, to information about any speech or activities that are constitutionally protected or otherwise protected by law, including those found in the Code of Civil Procedure 527.3 which upholds the right of employees to discuss labor disputes and to picket or assemble peacefully. Civil Code 47 authorizes an employer to communicate the job performance or qualifications of a current or former employee when such information is given to a prospective employer without malice and at the prospective employer's request. This authorization does not extend to information about speech or other activities that are constitutionally protected or otherwise protected by law, including those found in the Code of Civil Procedure 527.3 pertaining to the rights of workers to engage in concerted activities for the purpose of collective bargaining.~~

The district should consult with legal counsel in determining whether or not it is advisable to reveal negative information concerning an employee. In Randi W. v. Muroc Unified School District et al., the ~~Fifth Appellate District~~ **California Supreme Court** held that school authorities who recommend a former employee for hiring at another school could be held liable for physical harm to a student molested by the employee when their recommendations failed to disclose known or reasonably suspected acts of sexual misconduct previously committed by the employee.

The Superintendent or designee may communicate information about the job performance or qualifications of a current or former district employee when such information is based upon credible evidence and is given to a prospective employer without malice and at the prospective employer's request. (Civil Code 47)

Any reference, letter of recommendation, or information provided about the reasons for separation issued on behalf of the district ~~he/she gives~~ shall provide a careful, truthful, and ~~complete~~ **accurate** account of the employee's job performance and qualifications.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

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

Note: 5 CCR 80332 prohibits a certificated employee from intentionally omitting significant facts

regarding a person's qualifications or stating facts which he/she does not know to be true. In addition, pursuant to Labor Code 1050 and 1052, it is a misdemeanor, punishable by a fine and/or imprisonment, for a person to make misrepresentations which prevent or attempt to prevent a former employee from obtaining employment. It is also a misdemeanor or for an employer to cause or permit an employee to so misrepresent facts or to fail to take reasonable steps to prevent such misrepresentations. In addition to these criminal penalties, Labor Code 1054 provides that the employer also may be liable for treble damages in a civil action for misrepresentation.

No certificated employee shall write or sign any letter or memorandum which intentionally omits significant facts, or which states as facts matters which the writer does not know of his/her own knowledge to be true, relating to the professional qualifications or personal fitness to perform certificated services of any person who the writer knows will use the letter or memorandum to obtain professional employment. (5 CCR 80332)

No certificated employee shall agree to provide a positive letter of recommendation which misrepresents facts as a condition of another employee's resigning or withdrawing action against the district. (5 CCR 80332)

Legal Reference:

LABOR CODE

1050-1054 Reemployment privileges

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

527.3 Labor disputes

CODE OF REGULATIONS, TITLE 5

80332 Professional candor and honesty in letters or memoranda of employment recommendation

COURT DECISIONS

Randi W. v. Muroc Joint Unified School District et al., (1997) 14 Cal. 4th 1066

(9/89 10/96) 7/17

Policy Reference UPDATE Service

Board Policy

Instruction

BP 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Note: Pursuant to Education Code 60200 and 60400, the Governing Board is responsible for the adoption of textbooks and other instructional materials, as defined in Education Code 60010, for use in district schools. See the accompanying administrative regulation for required and optional criteria for the selection of instructional materials. See BP 6161.11 - Supplementary Instructional Materials and BP 6163.1 - Library Media Centers for selection processes regarding supplementary materials.

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials

based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

(cf. 0440 - District Technology Plan)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.5 - Student Assessment)

(cf. 6163.1 - Library Media Centers)

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core **State** Standards adopted pursuant to Education Code 60605.8. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and administrative regulation. (Education Code 60400)

~~Note: The following **optional** paragraph is consistent with priorities established in Education Code 60119 to ensure that each student is provided with sufficient standards aligned instructional materials in four core curriculum areas: English/language arts, mathematics, science, and history social science. The Instructional Materials Funding Realignment Program (Education Code 60420-60424), which had provided a block grant for instructional materials with a priority on materials that are aligned to state standards in those core courses, was repealed by AB 1246 (Ch. 668, Statutes of 2012).~~

~~The Board's priority in the selection of instructional materials is to ensure that all students are provided with standards aligned instructional materials in the core curriculum areas of English/language arts, mathematics, science, and history social science.~~

Review Process

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.

(cf. 1220 - Citizen Advisory Committees)

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members. (Education Code 60002)

(cf. 6020 - Parent Involvement)

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.

(cf. 9270 - Conflict of Interest)

The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

(cf. 5020 - Parent Rights and Responsibilities)

The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's textbooks and other instructional materials. (Education Code 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core **State** Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum

frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects: (Education Code 60119)

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

4. English language arts, including the English language development component of an adopted program

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6174 - Education for English Language Learners)

5. **World/f**Foreign language

(cf. 6142.2 - World/Foreign Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

Note: The following paragraph is for use by districts that maintain any of grades 9-12.

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If the Board determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each

BP 6161.1(g)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

student does not have sufficient textbooks or instructional materials. The Board shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Board policy, and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination

1240 County superintendent, general duties

~~1240.3 Definition of sufficiency for categorical flexibility~~

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

~~42605 Tier 3 categorical flexibility~~

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

52060-52077 Local control and accountability plan

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-~~60062~~ **60063.5** Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufacturers

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core **State** Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core **State** Standards

CODE OF REGULATIONS, TITLE 5
9505-9530 Instructional materials

Management Resources:

CSBA PUBLICATIONS

Flexibility Provisions in the 2008 and 2009 State Budget: Policy Considerations for Governance Teams, Budget Advisory, March 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbooks and Instructional Materials, September 2004 rev. January 2015

Standards for Evaluating Instructional Materials for Social Content, 2000-2013

WEB SITES

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

Association of American Publishers: <http://www.publishers.org>

California Academic Content Standards Commission, Common Core **State** Standards:

<http://www.scoe.net/castandards>

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

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Instruction

E 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Resolution On Sufficiency Of Instructional Materials

Whereas, the Governing Board of the (name of school district/county office of education), in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or instructional materials were provided to all students, including English learners, in the (name of school district/county office of education), and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards adopted by the State Board of Education pursuant to Education Code 60605 and/or the Common Core **State** Standards adopted pursuant to Education Code 60605.8;

Finding of Sufficient Textbooks or Instructional Materials

Whereas, sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- - Mathematics: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

 - Science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

 - History-social science: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

 - adopted program: *(List adopted textbooks or instructional materials for this subject English language arts, including the English language development component of an for each grade level or school as well as applicable state adoption cycle.)*

 - **World/Foreign language:** *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

 - Health: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (year) school year, the (name of school district/county office of education) has provided each student with sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks.

Finding of Insufficient Textbooks or Instructional Materials

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, world/foreign language, and health.)*

Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)*

Therefore, it is resolved, that for the (year) school year, the (name of school district/county office of education) has not provided each student with sufficient textbooks or instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. *(List actions to be taken to resolve insufficiency. See Education Code 60119(a)(2)(B) for other funds that may be used to ensure sufficient instructional materials.)*

PASSED AND ADOPTED THIS _____ day of _____, _____ at a meeting, by the following vote:

AYES:_____

NOES:_____

ABSENT:_____

Attest:

Secretary

President

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MELLO-ROOS DISTRICTS

The Governing Board desires to provide adequate facilities in order to enhance student learning and to help the district achieve its vision for educating district students. ~~To Toward~~ that end, the Board may order the formation of a community facilities **district (CFD)** ~~(Mello-Roos district)~~ for the acquisition or improvement of school facilities when, in the Board's judgment, it is ~~advisable and~~ in the best interest of district students and the community. **The issuance of debt through the CFD shall be consistent with law and the district's debt management policy.**

(cf. 3470 - Debt Issuance and Management)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7210 - Facilities Financing)

(cf. 7211 - Developer Fees)

(cf. 7213 - School Facilities Improvement Districts)

Note: Pursuant to Government Code 53318, the Governing Board may initiate the proceedings to establish a **community facilities district CFD**. In addition, Government Code 53318 specifies that the Board must institute such proceedings when two members of the Board have filed a written request or a specified percentage of **registered** voters or landowners in the district file a written petition requesting that the district establish a **community facilities district CFD**. The petition or request must describe the boundaries of the territory and specify the types of facilities and services to be financed by the proposed district.

~~The Board may initiate the p~~**Proceedings to establish a community facilities district CFD may be instituted at the Board's discretion. In addition, such proceedings shall be instituted . In addition, the Board shall initiate such proceedings when a written request to establish a CFD has been filed by any two Board members, have filed a written request or a specified percentage of voters or landowners have filed a petition requesting such a district be formed. or a petition has been submitted by at least 10 percent of registered voters**

residing within the territory of the proposed CFD or by the owners of at least 10 percent of the area of land to be included within the proposed CFD. (Government Code 53317 53318)

Note: Government Code 53312.7, as amended by AB 373 (Ch. 670, Statutes of 2007), **mandates** that districts establishing a **community facilities district CFD** first adopt local goals and policies, as specified below. **Government Code 53312.7 also mandates a district policy giving attendance priority to children of residents in the community facilities district. For language fulfilling this mandate, see BP 5116 — School Attendance Boundaries. At the district's discretion, the following list may be modified to reflect the district's goals and policies related to each required component. The district may also reference any other district policies that may be applicable to the mandated components, such as BP 7110 - Facilities Master Plan, BP 7210 - Facilities Financing, or BP 3470 - Debt Issuance and Management.**

Prior to ~~forming a community facilities district~~ **initiating proceedings to form a CFD**, the Board shall consider and adopt local goals and policies that include the following elements: (Government Code 53312.7)

1. The priority that various facilities shall have for financing through the **community facilities district-Mello-Roos Community Facilities Act**, including public facilities to be owned and operated by other public agencies and services to be provided by other public agencies
2. The credit quality to be required of bond issues and criteria to be used in evaluating the credit quality
3. Steps by which prospective property purchasers will be fully informed about their related taxpaying obligations
4. Criteria for evaluating the equity of tax allocation formulas, including desirable and maximum amounts of special tax to be levied against any parcel
5. Definitions, standards, and assumptions to be used in appraisals required by Government Code 53345.8
6. **To the extent authorized by law, priority for students residing within the CFD to attend schools financed in whole or in part by the CFD, in a manner that reflects the proportion of each school's financing provided through the CFD**

(cf. 5116 - School Attendance Boundaries)

Within 45 days of receiving a written request or petition to establish a CFD, the Board shall determine a fee to be paid by the requesters or petitioners which shall be sufficient to compensate the district for the costs incurred in conducting proceedings to create the CFD. Proceedings for establishing the CFD shall only be initiated after payment of the fee. (Government Code 53318)

Note: ~~As amended by AB 373 (Ch. 670, Statutes of 2007),~~ Government Code 53320 requires that, within 90 days after the request or petition has been filed and any fee required under Government Code 53318 has been paid, the Board must adopt a resolution of intention to establish a **community facilities district CFD**. Specified components of the resolution are listed in Government Code 53321 and include, but are not limited to, a description of the boundaries of the district and a description of the public facilities and services that will be financed by the proposed district. Legal requirements for the hearing are detailed in Government Code 53323-53325.

Upon Board action to form a **community facilities district CFD**, or **within 90 days after the receipt of a petition or request to form a CFD and the payment of any applicable fee**, the Board shall adopt a resolution of intention and conduct a hearing in accordance with law. The resolution shall fix the time and place for holding a public hearing on the establishment of the **community facilities district CFD**, which shall be within 30-60 days after the adoption of the resolution. Notice of the hearing shall be given by publishing **a copy the text or a summary** of the resolution of intention **once**, in a newspaper of general circulation **pursuant to Government Code 6061, starting published in the area of the proposed CFD**, at least seven days before the hearing, and shall include **the other** requirements specified in Government Code 53322 **and 53322.4**. **Notice of the hearing may also be sent by first-class mail to each registered voter and to each landowner within the proposed CFD.** (Government Code **53320**, 53321, 53322, 53322.4)

If, after the hearing, the Board **determines decides** to establish a **community facilities district CFD**, the Board shall adopt a resolution of formation in accordance with law. (Government Code 53325, 53325.1)

If a special tax is proposed to be levied in the CFD, the Board shall submit the resolution of formation and other information specified in Government Code 53326 to the elections official within three business days after the adoption of the resolution of formation, and the question of levying the special tax shall be submitted to the qualified electors of the proposed CFD in accordance with law. (Government Code 53326)

Upon approval by two-thirds of the voters in the proposed **community facilities district CFD**, the tax may be levied **in accordance with Government Code 53340. (Government Code 53328)**

Whenever the Board deems it necessary for the CFD to incur a bonded indebtedness, it shall follow the procedures specified in Government Code 53345-53365.7, as applicable.

The proceeds of any bonds, notes, or other securities issued pursuant to the Mello-Roos Community Facilities Act shall be deposited or invested in accordance with Government Code 53356.03.

The Superintendent or designee shall, within seven months after the last day of each fiscal year, prominently display the following reports on the district's web site: (Government Code 53343.2)

- 1. A copy of an annual report for that fiscal year, if requested pursuant to Government Code 53343.1**
- 2. A copy of the report provided to the California Debt and Investment Advisory Commission pursuant to Government Code 53359.5**
- 3. A copy of the report provided to the State Controller's Office pursuant to Government Code 12463.2**

(cf. 3460 - Financial Reports and Accountability)

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

15300-15425 School facilities improvement districts

17060-17066 Joint venture school facilities construction projects

GOVERNMENT CODE

6061 One time notice

12463.2 Reports

17556 Payment of costs mandated by the state

53311-53368.3 Mello-Roos Community Facilities Act of 1982

53753 Assessment notice and hearing requirements

53753.5 Exemptions

54954.1 Mailed notice to property owners
54954.6 New or increased tax or assessment; public meetings and hearings; notice
65970-65981 School facilities development project
65995 Levies against development projects
CODE OF REGULATIONS, TITLE 2
1859-1859.106 School facility program

Management Resources:

CSBA PUBLICATIONS

Bond Sales – Questions and Considerations for Districts, 2012

Maximizing School Board Governance: School Facilities Management, 2006

WEB SITES

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

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

California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

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

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Board Bylaws

BB 9121(a)

PRESIDENT

The Governing Board shall elect a president from among its members to provide leadership on behalf of the **Board governance team** and the educational community it serves.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9100 - Organization)

~~The president shall preside at all Board meetings. He/she shall:~~ **To ensure that Board meetings are conducted in an efficient, transparent, and orderly manner, the president shall:**

1. Call such meetings of the Board as he/she may deem necessary, giving notice as ~~prescribed~~ **required** by law

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

2. Consult with the Superintendent or designee on the preparation of Board meeting agendas

(cf. 9322 - Agenda/Meeting Materials)

- ~~1.~~ **3.** Call the meeting to order at the appointed time **and preside over the meeting**

- ~~2.~~ **4.** Announce the business to come before the Board in its proper order

- ~~3. 5.~~ Enforce the Board's ~~policies~~ **bylaws** ~~relatinged~~ to the conduct of meetings and help ensure compliance with applicable requirements of the Brown Act
- ~~4. 6.~~ Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
- ~~5. — Explain what the effect of a motion would be if it is not clear to every member~~
- ~~6. — Restrict discussion to the question when a motion is before the Board~~
- 7. Facilitate the Board's effective deliberation, ensuring that each Board member has an opportunity to participate in the deliberation and that the discussion remains focused**
- ~~7. 8.~~ Rule on issues of parliamentary procedure
- ~~8. 9.~~ Put motions to a vote, and ~~state~~ clearly **state** the results of the vote
- ~~9. — Be responsible for the orderly conduct of all Board meetings~~

(cf. 9323 - Meeting Conduct)

The president shall have the same rights as other members of the Board, including the right to ~~move, second, discuss, and vote on all questions~~ **matters** before the Board.

The president shall perform other duties in accordance with law and Board policy including, but not limited to:

1. Signing all instruments, acts, ~~and~~ orders, **and resolutions** necessary to **comply with legal requirements and** carry out ~~state requirements and~~ the will of the Board
- ~~2. — Consulting with the Superintendent or designee on the preparation of the Board's agendas~~

(cf. 9322 - Agenda/Meeting Materials)

- ~~3. 2.~~ Working with the Superintendent **or designee** to ensure that Board members have necessary materials and information
- ~~4. 3.~~ Subject to Board approval, appointing and dissolving all committees

(cf. 9130 - Board Committees)

- ~~5. — Calling such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law~~

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

- 6. 4. In conjunction with the Superintendent or designee, Representing the district as governance the Board's spokesperson in communications with the media in conjunction with the Superintendent**

(cf. 1112 - Media Relations)

- 5. Leading the Board's advocacy efforts to build support within the local community and at the state and national levels**

~~The president shall have the same rights as other members of the Board, including the right to move, second, discuss and vote on all questions before the Board.~~

The president shall participate in the California School Boards Association's Board President's Workshop and other professional development opportunities to enhance his/her leadership skills.

(cf. 9240 - Board Training)

When the president resigns or is absent ~~or disabled~~, the clerk shall perform the president's duties. When both the president and clerk are absent ~~or disabled~~, the Board shall choose a president pro tempore to perform the president's duties.

(cf. 9123 - Clerk)

Legal Reference:

EDUCATION CODE

35022 President of the board

35143 Annual organizational meetings; dates and notice

GOVERNMENT CODE

54950-54963 Ralph M. Brown Act

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

~~Maximizing School Board Leadership: Boardsmanship, 1996~~

WEB SITES

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

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GOVERNING BOARD ELECTIONS**Board Member Qualifications**

Any person is eligible to be a member of the Governing Board, without further qualifications, if he/she is 18 years of age or older, a citizen of California, a resident of the school district, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or **be elected as** a Board member except when he/she has been granted a pardon in accordance with law. (Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign his/her employment before being sworn in or shall have his/her employment automatically terminated upon being sworn into office. (Education Code 35107)

(cf. 9224 - Oath of Affirmation)

(cf. 9270 - Conflict of Interest)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

(cf. 9230 - Orientation)

(cf. 9240 - Board Training)

Consolidation of Elections

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election **in accordance with Elections Code 1302.** ~~Board election procedures shall be conducted in accordance with state and federal law.~~

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. The district shall move its election to the next state statewide election date, unless the Board has adopted a plan by January 1, 2018 to consolidate Board elections not later than the November 8, 2022 statewide general election. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

(cf. 9110 - Terms of Office)

Elections Process and Procedures

(Election using "at-large" voting method)

Board members may reside anywhere within the district's boundaries and shall be elected by all voters in the district.

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

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

(cf. 9005 - Governance Standards)

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or his/her designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

- 1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term**
- 2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307**

(cf. 9223 - Filling Vacancies)

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 400 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall assume no part of the cost of printing, handling, translating, ~~or mailing,~~ **or electronically distributing** ~~of~~ candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the **hard copy and/or electronic** voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

OPTION 2 1: Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall immediately notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. (Education Code 5016)

OPTION 3 2: Whenever a tie makes it impossible to determine which of two or more candidates has been elected to the Board, the Board shall schedule a runoff election in accordance with law. (Education Code 5016)

OPTION 1 3: Before each election, the Board shall ~~establish~~ **decide** whether **to resolve** a potential tie ~~is to be resolved~~ by lot or ~~with~~ **by** a runoff election. ~~After an election for which~~ **If** the Board has decided to resolve a tie by lot, the Board shall, immediately **after the election**, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. ~~If After an election for which~~ the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

Legal Reference:

EDUCATION CODE

~~1000 Composition, and trustee area, county board of education~~

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

5340-5345 Consolidation of elections

5360-5363 Election notice

5380 Compensation (of election officer)

5390 Qualifications of voters

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions

7054 Use of district property

35107 Eligibility; school district employees
35177 Campaign expenditures or contributions
35239 Compensation of governing board member of districts with less than 70 ADA

ELECTIONS CODE

20 Public office eligibility
1302 Local elections, school district election
2201 Grounds for cancellation
4000-~~4004~~ **4008** Elections conducted wholly by mail

10010 District boundaries

10400-10418 Consolidation of elections
10509 Notice of election by secretary
10600-10604 School district elections
13307 Candidate's statement

13308 Candidate's statement contents

13309 Candidate's statement, indigence
14025-14032 California Voting Rights Act

14050-14057 California Voter Participation Rights Act

20440 Code of Fair Campaign Practices

GOVERNMENT CODE

1021 Conviction of crime
1097 Illegal participation in public contract
12940 Nondiscrimination, Fair Employment and Housing Act
81000-91014 Political Reform Act

PENAL CODE

68 Bribes
74 Acceptance of gratuity
424 Embezzlement and falsification of accounts by public officers
661 Removal for neglect or violation of official duty

CALIFORNIA CONSTITUTION

Article 2, Section 2 Voters, qualifications
Article 7, Section 7 Conflicting offices
Article 7, Section 8 Disqualification from office

UNITED STATES CODE, TITLE 42 52

~~1973-1973aa-6~~ **10301-10508** Voting Rights Act

Legal Reference: (continued)

COURT DECISIONS

Rev v. Madera Unified School District, (2012) ~~138 Cal. Rptr. 3d 192~~ **203 Cal. App. 4th 1223**

Randall v. Sorrell, (2006) 126 S.Ct. 2479

Sanchez v. City of Modesto, (2006) ~~51 Cal. Rptr. 3d 821~~ **145 Cal. App. 4th 660**

Dusch v. Davis, (1967) 387 U.S. 112

ATTORNEY GENERAL OPINIONS

85 *Ops. Cal. Atty. Gen.* 49 (2002)

83 *Ops. Cal. Atty. Gen.* 181 (2000)

81 *Ops. Cal. Atty. Gen.* ~~98~~ **94** (1998)

69 *Ops. Cal. Atty. Gen.* 290 (1986)

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Legal Alert on the Impact of Senate Bill No. 415 on School Board Elections, January 2017

WEB SITES

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

California Secretary of State's Office: ~~<http://www.ss.ca.gov>~~ <http://www.sos.ca.gov>

Fair Political Practices Commission: <http://www.fppc.ca.gov>

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

Board Bylaws

BB 9230(a)

ORIENTATION

Note: The following **optional** bylaw may be revised to reflect district practice.

Board Candidate Orientation

Note: CSBA's School Board Leadership publication is designed to assist Governing Board candidates and other community members by providing answers to frequently asked questions about school Board service, including Board roles and responsibilities, how to work effectively as a governance team, and requirements for becoming a Board member.

Pursuant to Elections Code 20440, when filing to run for public office, the county elections official presents each candidate with a voluntary Code of Fair Campaign Practices for the candidate to sign. For language regarding the Board's intent that candidates for the Board adhere to those fair campaign principles, see BB 9220 - Governing Board Elections.

The Governing Board desires to provide Board candidates with information that will enable them to understand the responsibilities and expectations of Board membership. The Superintendent or designee shall provide all candidates with general information about school programs, district operations, and Board responsibilities and the county election official's contact information.

(cf. 9200 - Limits of Board Member Authority)

(cf. 9220 - Governing Board Elections)

(cf. 9270 - Conflict of Interest)

The Board encourages all candidates to attend public Board meetings during the period of their candidacy. Candidates shall have the same access as members of the public to district staff and information.

(cf. 1340 - Access to District Records)

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

New Board Member Orientation

Note: The following **optional** bylaw may be revised to reflect district practice. In addition to providing new **Governing** Board members with information about district programs and operations, it is recommended that new Board members be provided information and professional development regarding the roles and responsibilities of the Board (see BB 9000 - Role of the Board) and professional governance standards agreed upon by the Board (see BB 9005 - Governance Standards). **The provision of information to Board candidates regarding the district and/or Board responsibilities is addressed in BB 9220 - Governing Board Elections.**

BB 9230(b)

ORIENTATION (continued)

The Governing Board recognizes the importance of providing all newly elected or appointed Board members with support and information to assist them in becoming effective members of the Board. Incoming Board members shall be provided an orientation designed to build their knowledge of the district and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

(cf. 9000 - Role of the Board)

(cf. 9220 - Governing Board Elections)

(cf. 9223 - Filling Vacancies)

Note: Pursuant to Government Code 54952.2, if a majority of Board members congregate at the same time and location to hear or discuss matters within the jurisdiction of the Board, the meeting must be open to the public and proper notice provided; see BB 9320 - Meetings and Notices. The following optional paragraph provides for orientation meetings to be held with all members of the Board during a public Board meeting and may be revised to reflect district practice.

As early as possible following the election or appointment of Board members, one or more orientation sessions shall be held during open meeting(s) of the Board. The Board president and the Superintendent or designee shall develop an agenda for the meeting(s) and shall identify resources that may be useful for incoming Board members.

(cf. 9121 - President)

~~The Board shall convene a meeting to provide an orientation and information to incoming Board members to assist them in understanding the Board's functions, policies, procedures, protocols, and agreed upon standards of conduct. Incoming Board members shall receive the district's policy manual and other materials related to the district and Board member responsibilities.~~

Upon their election **or appointment**, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. **Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with district staff, members of the public, and the media; and publications on effective governance practices.**

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 9005 - Governance Standards)

(cf. 9010 - Public Statements)

(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9012 - Board Member Electronic Communications)
(cf. 9200 - Limits of Board Member Authority)
(cf. 9270 - Conflict of Interest)
(cf. 9323 - Meeting Conduct)

In addition, the Superintendent may or designee shall provide incoming Board members with additional **specific** background and information regarding **the district, including, but not limited to,** the district's vision and goals **statements, operations, and current challenges** in areas that include, but are not limited to, student achievement, curriculum, finance, facilities, policy, human resources, and collective bargaining. **local control and accountability plan and other comprehensive plans, student demographic data, student achievement data, district policy manual, district budget, and minutes of recent open Board meetings.**

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee may offer incoming Board members a tour of district schools and facilities, and may introduce them to district and school site administrators and other staff.

~~Incoming members are encouraged to attend Board meetings and review agenda materials available to the public in order to become familiar with current issues facing the district.~~
Incoming members ~~also may are encouraged,~~ at district expense and with approval of the Board, **to attend the California School Boards Association's Orientation for New Trustees, Institute for New and First-Term Board Members, and** workshops and conferences relevant to their ~~individual needs or to the needs of~~ **the individual member,** the Board as a whole, or the district.

(cf. 9240 - Board Training)
(cf. 9320 - Meetings and Notices)

Legal Reference:

EDUCATION CODE

33360 Department of Education and statewide association of school district boards; annual workshops

33362-33363 Reimbursement of expenses; board member or member-elect

ELECTIONS CODE

~~13307 Candidate's statement~~

~~20440 Code of Fair Campaign Practices~~

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act, especially:

54952.1 Member of a legislative body

54952.2 Open meeting laws; posting agenda; board actions

54952.7 Copies of Brown Act to board members

Management Resources:

CSBA PUBLICATIONS

School Board Leadership, 2007

Professional Governance Standards for School Boards, 2000

The Brown Act: School Boards and Open Meeting Laws, rev. 2007**2009**

Guide to Effective Meetings, 2007
Maximizing School Board Leadership, 1996
NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS
Becoming a Better Board Member: A Guide to Effective School Board Service, 2006
WEB SITES
CSBA: <http://www.csba.org>
Fair Political Practices Commission: <http://www.fppe.ca.gov>
National School Boards Association: <http://www.nsba.org>

(7/08 8/14) 7/17

Board Bylaws

BB 9400(a)

BOARD SELF-EVALUATION

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 2140 - Evaluation of the Superintendent)

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

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

Note: CSBA's Maximizing School Board Leadership series contains sample questions for Board self-evaluation in each area of major Board responsibility.

The Board shall be evaluated itself as a whole. Individual Board members also are also encouraged-expected to use the evaluation process as an opportunity to privately-assess and set goals for their own personal performance.

Note: CSBA offers an online self-evaluation tool which can be accessed and completed electronically through the CSBA web site. Electronically generated results identifying areas of strength and growth are available to the district within a few days of completion by all Governing Board members.

Each year, the Board, with assistance from the Superintendent, shall determine an evaluation method or instrument that measures a reasonable number of key components of board responsibility and previously identified performance objectives. Videotape Visual and/or

audio recordings of a Board meeting may **only** be used as an evaluation tool **only with the** **when** consent **of is given by** all Board members.

Any discussion **of involving** the Board's self-evaluation shall be conducted in open session.

Note: CSBA representatives are available to facilitate board self-evaluations and workshops that include the use of CSBA's self-evaluation tool. Boards that use a facilitator other than a CSBA representative should note that there is a proprietary right attached to CSBA's self-evaluation tool.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Superintendent or others **individual(s) with pertinent information** to provide input into the evaluation process.

Following the evaluation, the Board shall ~~develop strategies for strengthening Board performance~~ **set goals, define and/or refine protocols,** and shall establish priorities and objectives for the following year's evaluation. **The Board shall also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, Board trainings such as those offered by the California School Boards Association.**

(cf. 9230 - Orientation)

(cf. 9240 - Board Training)

Legal Reference:

GOVERNMENT CODE

54950-54963 *Brown Act; board self-evaluations not covered*

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards

Defining Governance, Issue 3: Governance Practices, Governance Brief, April 2014

Professional Governance Standards, 2000

Maximizing School Board Leadership, 1996

WEB SITES

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

CSBA Board Self-Evaluation: <http://bse.csba.org>

(9/88 3/02) 7/17

Policy Reference UPDATE Service

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Colusa USD

Board Policy

High School Graduation Requirements

BP 6146.1

Instruction

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

At least one mathematics course, **or a combination of the two mathematics courses**, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete **three** mathematics courses in grades 9-12. **Students graduating in Spring of 2018 shall complete two math courses (20 credits).** (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including Life Sciences and Physical Sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. 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. **Students graduating in Spring of 2020 shall be required to complete 5 credits of Geography.** (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Floral Design **or Theater Production**) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

6. Three courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

7. One course in Vocational Education.

8. One course of Personal Finance (starting with the graduating class of 2017)

9. 65 Credits of Elective for class of 2016

10. 60 Credits of Elective for class of 2017

11. 65 Credits of Elective for class of 2018

12. 55 Credits of Elective for class of 2019 **and beyond** - ~~dependent upon approval of 3 math-course requirement.~~

13. Senior project portfolio **(5 credits).**

14. **Class of 2020 shall complete 5 credits of Computer Literacy/Introduction to Business. All other current classes and class of 2021 and beyond shall complete 10 credits of Computer Literacy/Introduction to Business.**

(cf. 6142.7 - Physical Education and Activity)

Note: The graduating class of 2016 will be held to the prior policy of requiring two courses of physical education, and the rest of the classes will be held to the three course requirement.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

BP 6146.1(c)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

The Superintendent or designee shall exempt or waive specific course requirements for foster youth, homeless students, and children of military families in accordance with Education Code 51225.1 and 49701.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference: (see next page)

BP 6146.1(d)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51225.35 Mathematics course requirements; computer science
51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
51225.5 Honorary diplomas; foreign exchange students
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions
56390-56392 Recognition for educational achievement, special education
60851.5 Suspension of high school exit examination
60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria
67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
1600-1651 Graduation of students from grade 12 and credit toward graduation
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

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

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g Courses:

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy COLUSA UNIFIED SCHOOL DISTRICT

adopted: March 8, 2016 Colusa, California

CALL TO ORDER	The meeting was called to order at 4:00 p.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Charles Yerxa, Melissa Ortiz, Michael Phenicie and Kelli Griffith-Garcia. Also in attendance was Superintendent Dwayne Newman and various staff members.
PLEDGE OF ALLEGIANCE	Jody Johnston led the pledge of allegiance.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No information was presented.
RECOGNITIONS & NEW STAFF CELEBRATIONS	An introduction of new staff occurred.
PRESIDENT'S REPORT	<p>CRAF – Charles Yerxa reported that CRAF recently approved the purchase of a new basketball-shooting machine.</p> <p>FOM – Michael Phenicie reported that Friends of Music (FOM) held their first meeting for the 2017-18 school year. FOM is in the process of filing for their 501 (c) (3). The annual spaghetti fundraiser will take place on October 31, 2017 from 4:00 – 7:00 PM at Egling Middle School.</p> <p>FOA – Kelli Griffith-Garcia provided information on the 2017-18 officers that have been elected. The Greenhand Conference will be taking place at the Colusa County Fairgrounds at the end of September.</p> <p>SELPA – None.</p> <p>DELAC – None.</p> <p>Monthly Activities Report – During a recent visit to BPS, Kathie Whitesell reported that the morning drop off process was smooth. She also attended both home football games and recognized the band and cheerleading programs for the value they bring to each game.</p> <p>Melissa Ortiz stated that the infographic for our Local Control Accountability Plan (LCAP) is nearly complete. In addition, Mrs. Ortiz provided a brief account of a recent session she held with the CUSD leadership team on the Strengths Finder tool.</p> <p>Mr. Newman recently attended Back to School Night at the various schools, sporting events, and a CRAF meeting. A recent meeting with the Colusa Indian</p>

	Community (CIC) occurred to discuss strengthening the ties between the CIC and CUSD.
SUPERINTENDENT'S REPORT IMPROVING ACHIEVEMENT	<p>Improving Achievement</p> <ul style="list-style-type: none"> • Site Visitations – Zeba Hone will be coordinating site visits for the board. • ACT Results – Mr. Newman reviewed & discussed the ACT Results. • Work Based Learning – Lori Tanner, CHS Counselor provided information regarding the current Work Based Learning course at CHS. • Budget – A review of the multi-year projections occurred. Discussion regarding the purchase of a new bus took place. Further conversation and/or possible action will occur at the October board meeting regarding the purchase of a bus. Mr. Newman would like to set aside funds to facilitate an after school-tutoring program for students with the greatest need. In addition, Mr. Newman would also like to allocate funds to open a computer lab on the weekends for the community to utilize. The board was in support of the after school tutoring and the opening of a weekend computer lab.
PUBLIC HEARING	<p>Kathie Whitesell opened the public hearing for the 2017-18 Local Control Accountability Plan at 5:51 PM for public comment. No comments were made and the public hearing closed at 5:52 PM.</p> <p>Kathie Whitesell opened the public hearing for Resolution #2017-18.02 – Sufficiency or Insufficiency of Instructional Materials at 5:52 PM. No comments were made and the public hearing closed at 5:53 PM.</p>
ACTION ITEM #171842	<p>Motion was made by Melissa Ortiz, seconded by Kelli Griffith-Garcia to approve Resolution #2017-18.02 – Sufficiency or Insufficiency of Instructional Materials.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171843	<p>Motion was made by Charles Yerxa, seconded by Michael Phenicie to approve the HVAC Multi-Zone Unit Replacement at EMS.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>

ACTION ITEM #171844	<p>Motion was made by Michael Phenicie, seconded by Charles Yerxa to approve two (2) Replacement HVAC Units for EMS.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>	
NO FORMAL ACTION	<p>Agenda item G.4. – Long Term Lease of Property to Colusa County Office of Education (CCOE). Mr. Yerxa requested to view the expired leases for the Children’s Center property and the Head Start modular classroom (now expired). Mr. Newman will bring those leases back to the October meeting.</p>	
NO FORMAL ACTION	<p>Agenda item G.5. – Burchfield Primary School (BPS) Safety Procedures. Kelli Griffith-Garcia expressed concerns regarding access for parents in the mornings before school begins. Mr. Rodriguez, BPS Principal, shared his observations of the morning drop off and believes the process is smooth and working well. The board wishes to get information on how the staff and families feel about the current process. Information regarding staff input will be brought back to the October meeting. Information regarding family input will be brought back to the November meeting.</p>	
ACTION ITEM #171845	<p>Motion was made by Michael Phenicie, seconded by Charles Yerxa to approve the Warrants: Batch #4-9</p> <p>Whitesell – Abstain Griffith-Garcia – Abstain Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (2 Abstain, 3 Ayes)</p>	
ACTION ITEM #171846	<p>Motion was made by Michael Phenicie, seconded by Charles Yerxa to approve the Variable Term Waiver – K8 Counselor.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>	

NO FORMAL ACTION	<p>Agenda item G.8. – District Office Staffing – Mr. Newman provided a comparison of staffing among the surrounding districts. With increased regulatory responsibilities, the needs of the district office have changed. The board requested further data regarding the additional hours the district office staff is currently working.</p>
ACTION ITEM #171847	<p>Motion was made by Melissa Ortiz, seconded by Kelli Griffith-Garcia to approve and adopt the Third Reading of AR 4261.1 – Personal Illness/Injury Leave (Classified)</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Abstain</p> <p>Vote: (4 Ayes, 1 Abstain)</p>
ACTION ITEM #171848	<p>Motion was made by Melissa Ortiz, seconded by Kelli Griffith-Garcia to approve and adopt the Third Reading of the Colusa Unified School District Wellness Policy.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171849	<p>Motion was made by Melissa Ortiz, seconded by Kelli Griffith-Garcia to approve the First Reading of Board Policies and Administrative Regulations as listed on the agenda. Board Self Evaluation (BB 9400) was amended to include the following timeline. An evaluation will be completed yearly in November, for approval in December with another evaluation cycle occurring in May for approval in June.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>

ACTION ITEM #171850	<p>Motion was made by Michael Phenicie, seconded by Charles Yerxa to approve the following consent agenda with the exception of item H.5. – Annual Stipend List as it has not yet been negotiated.</p> <ol style="list-style-type: none"> 1. August 8, 2017 Board Meeting Minutes 2. August Payroll 3. Personnel Assignment Order 4. 2017-18 Annual Credentialing Report 5. 2017-18 Stipend List – Pulled from consideration at request of Administration 6. 2016-17 Education Protection Account Actuals 7. 2016-17 Unaudited Actuals 8. 2017-18 Routine Restricted Maintenance Account Certification 9. General Fund 01 Budget Revision 10. Resolution #2017-18.03 – GANN Limit 11. Voltage Specialist 12. Memorandum of Understanding with Colusa County Office of Education – Foster Youth & McKinney-Vento Act 13. 2017-18 Bridges in Mathematics Workshop Agreements <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
HEARING OF THE PUBLIC FOR MATTERS ON THE CLOSED SESSION AGENDA	None.
	<p>The board adjourned to closed session at 6:15 PM to consider and/or take action upon the following items:</p> <ol style="list-style-type: none"> 1. Negotiations Pursuant to Government Code 54957.6 <u>Agency Representatives:</u> Dwayne Newman, Superintendent; Sheryl Parker, Chief Business Official <u>Employee Organizations:</u> California Teachers Association, California State Employees Association, and Unrepresented Employees <p>Instructions to District Negotiators (<i>Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives</i>)</p> <ol style="list-style-type: none"> 2. Personnel Matters Pursuant to Government Code 54597 <u>Administrative Representatives:</u> Dwayne Newman, Superintendent

		a. Superintendent Evaluation Using the Contracting for Performance Quarterly Review
		The board reconvened from Closed Session at 6:58 PM.
	ADJOURNMENT	The meeting was adjourned at 7:01 PM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

CALL TO ORDER	The meeting was called to order at 7:15 a.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Charles Yerxa, Melissa Ortiz, Michael Phenicie, and Dwayne Newman.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
ACTION ITEM #171851	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the 2017-18 Local Control Accountability Plan.</p> <p>Whitesell – Aye Griffith-Garcia – Absent Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (4 Ayes, 1 Absent)</p>
ADJOURNMENT	The meeting was adjourned at 7:17 AM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Melissa Ortiz, Michael Phenicie, Kelli Griffith-Garcia and Dwayne Newman.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
DISCUSSION ONLY	<p>Mr. Newman made a presentation entitled “Assessment: an introduction and discussion of current practice.” It explained the basics of educational assessment, terminology, and current best practices.</p> <p>Each principal then gave a presentation of current assessment practices at their site. They covered how and when teachers assess both individual student progress and when / how overall class and grade level assessments occurred.</p> <p>By consensus, the board and staff present agreed to continue this discussion at the next regularly scheduled board meeting. The goal of that discussion will be to determine what, if any, steps CUSD should take to improve our system of assessment.</p>
ADJOURNMENT	The meeting was adjourned at 6:45 PM.

Respectfully submitted by Dwayne Newman,
Superintendent

APPROVED BY:

Payroll totals for the month of: SEPTEMBER 2017

Issued 9/10/2017: (SUP)	\$ 13,683.40	Total getting paid: 44
Issued 9/29/2017: (EOM)	<u>\$ 752,497.35</u>	Total getting paid: 190
Monthly total	\$ 766,180.75	

Colusa Unified School District
Personnel Assignment Order
October 10, 2017

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Retirement:				

Resignation:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Gemma Velazquez	K-8 Counselor			9/26/2017
Megan Zwald	8 th Grade Girls Basketball Coach		\$1701.00	9/25/2017

Leaves:

Terminated:

Non-Reelection:

Transfers:

(Requests approved by Superintendent)

CLASSIFIED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Luis Sanchez	BPS ASES Paraeducator	\$14.56	10/1/2017
Eric Lang	BPS ASES Paraeducator	\$13.87	10/1/2017
Elizabeth Benitiz	BPS ASES HS Helper	\$10.50	10/1/2017
Alexis Sterk	BPS ASES HS Helper Sub	\$10.50	10/1/2017
Alondra Avila	BPS ASES HS Helper Sub	\$10.50	10/1/2017
Cade Roper	BPS ASES HS Helper Sub	\$10.50	10/1/2017
Emily Mayberry	EMS Yard Duty	\$10.50	9/21/2017

Retirement:

Resignation:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Bo Salazar	Cross Country Coach	\$3,040.00	10/2/2017

Leaves:

Increase of Hours:

Job transfer:

Terminated:

**Memorandum of Understanding to Authorize the Use of modified Buy Back days
Between Colusa Unified School District and Colusa Educators Association**

Colusa Educators Association and Colusa Unified School District agree to the following addition to the Colusa Educators Association-Colusa Unified School District Agreement. The agreement will be in effect for the 2017-2018 school year, and shall be reviewed by the Association and District Bargaining Teams in the spring of 2018 to decide if another year would be beneficial for continued professional development.

Article VIII Teacher Work Year,

Teachers at Burchfield Primary School and Egling Middle School serving in the TK-Sixth grade classrooms will suspend their flex buy-back day and preservice parent conference day in the 2017-2018 school year. These days shall be replaced by two working professional development days deemed necessary to fully implement the new reading series, **Benchmark Advanced**. These days will not be used for anything other than that purpose. Egling Junior High School teachers and Colusa High School teachers will continue to follow our traditional calendar during this time.

The two flex days which will be replaced are the Associations "flex-day" at the beginning of the year, and the parent teacher conference day in October.


Article 9, Section 3 Parent Teacher Conferencing

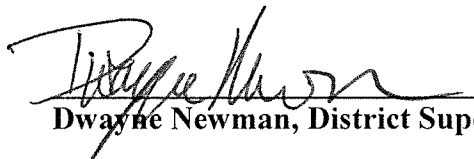
The 2017-2018 Parent teacher conference day will be utilized that day for the sole purpose of **Benchmark Advanced** training. All parent conferences for this school year will be conducted outside of instructional hours, and all teachers will be paid a stipend of \$20.00 for each conference held.

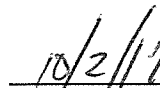
Article 8, Section 1B

In lieu of teachers utilizing one of the three buy back days as a staff development activity of **their** choice, those buy back hours will be used as staff development for Benchmark Advanced training for all TK- Sixth grade staff.


Bobbi Weiglein, CEA President


Date


Dwayne Newman, District Superintendent


Date

Memorandum of Understanding
Between
Colusa Unified School District
And
California Teachers Association, Colusa Chapter

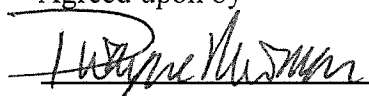
Agreement for the temporary creation of temporary stipends based on need, for site Teacher Technology Trainers –teachers who agree to be software support during the conversion to the Infinite Campus SIS and adoption of new ELA curriculum. (Need to continue these stipends will be reviewed at the end of this school year.)

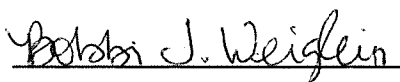
1. The Teacher Technology Trainers will
 1. Train and consult with teachers learning to utilize the following programs:
 - a. Infinite Campus
 - b. Illuminate
 - c. Benchmark Advance support software
 - d. Bridges support software
 - e. Google Apps
 - f. Microsoft Office
 - g. Other district approved instructional or business software
 2. Provide assistance in configuration of software (after installation and initial configuration by District Technology Staff)
 3. Provide input to district administration on Gradebook, Assessment, and Report Card creation and configuration
 4. Provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction
 5. Attend software trainings provided for Teacher Technology Trainers as needed and agreed upon
 6. Provide user support to teachers (outside of class/instructional time)
 7. Refer all requests for technical hardware and back-end configuration requests to the IT staff or IT work order system for resolution

The Goal of these positions is to prove the sites with a teacher who can act as a resource on best practices in utilizing district software.

District will offer a stipend of \$2000/year for Teacher Technology Trainers. That stipend may go to one individual or be split between several depending on the site needs and at the discretion of the site administration.

Agreed upon by

 10/2/17
Dwayne Newman Date
Superintendent

 9/29/17
Bobbi Weiglein Date
CTA

Memorandum of Understanding
Between
Colusa Unified School District
And
California Teachers Association, Colusa Chapter

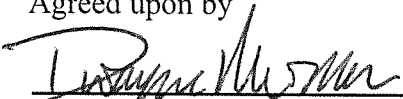
Agreement for compliance with AB119 (2017).

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

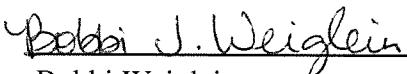
The CEA President, or designee, will schedule a formal orientation meeting with the new employee at a time convenient for both individuals. At that meeting the new employee will be supplied a unit enrollment form (supplied by CTA) which must be returned to the CUSD Personnel / Payroll Technician within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

The term of this MOU will be for the 2017/2018 School Year. Identical language will be included in any tentative agreement reached between CUSD and CEA for inclusion in the Contract Agreement.

Agreed upon by


Dwayne Newman
Superintendent

Date


Bobbi Weiglein
CTA

Date

COLUSA UNIFIED SCHOOL DISTRICT
2017-18 GENERAL FUND 01 BUDGET REVISION
October 10, 2017

2017-18 BEGINNING BALANCE	1,827,944
ESTIMATED INCOME	<u>15,824,160</u>
TOTAL INCOME/BEGINNING BALANCE	17,652,104

Resource Code and Program

0000 Increase LCFF Funding for Projected Increased ADA	142,781
6010 Increase ASES	23,018
REVISED TOTAL INCOME	15,989,959
REVISED TOTAL INCOME + BEGINNING BALANCE	17,817,903

EXPENDITURES

Current Expenditure Budget	16,169,915	
Reserve for Revolving Cash	30,350	
Reserves for Van/Bus/Tech/Textbooks	180,000	
Undistributed Reserve	<u>1,271,839</u>	<u>1,482,189</u>
		17,652,104

0000 Salary/Benefit Adjustments	18,486
0100 K-6 Tutoring and Saturday Computer Lab	30,000
0100 Purchase Whisper Translating Software System	1,000

Revised Expenditure Budget	16,219,401	
Reserve for Revolving Cash	30,350	
Reserves for Van/Bus/Tech/Textbooks	180,000	
Undistributed Reserve	<u>1,388,152</u>	<u>1,598,502</u>
		17,817,903

PASSED AND ADOPTED this 10th Day of October, 2017 at a meeting of the Board of Trustees of Colusa Unified School District.

AYES:

NOES:

ABSENT:

Dwayne Newman, Superintendent

Multi-Year Projection Summary - October 10, 2017

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 ACTUALS	17/18 BUDGET	18/19 BUDGET	19/20 BUDGET	20/21 BUDGET	21/22 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,101,675	13,565,300	14,096,329	14,451,777	14,813,071	15,183,398
TOTAL FEDERAL REVENUE	514,766	554,244	418,802	359,281	296,545	296,545	296,545	296,545
TOTAL STATE REVENUE	1,015,848	2,109,700	1,541,213	1,857,786	1,317,786	1,317,786	1,317,786	1,317,786
TOTAL LOCAL REVENUES	387,830	388,312	640,600	207,592	187,592	187,592	187,592	187,592
TOTAL REVENUES	12,793,104	15,450,014	15,702,290	15,989,959	15,898,252	16,253,700	16,614,994	16,985,321
EXPENDITURES								
TOTAL CERTIFICATED	5,939,658	6,468,062	6,364,096	6,362,055	6,403,184	6,449,966	6,512,366	6,575,389
TOTAL CLASSIFIED	1,847,681	2,047,601	2,129,828	2,298,261	2,331,102	2,355,623	2,375,339	2,400,252
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,229,247</u>	<u>3,495,535</u>	<u>3,756,732</u>	<u>3,955,514</u>	<u>4,109,283</u>	<u>4,139,581</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,723,171	12,155,851	12,491,019	12,761,103	12,996,988	13,115,223
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	790,480	799,422	700,000	700,000	700,000	700,000
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,409,654	1,475,421	1,192,411	1,212,411	1,232,411	1,252,411
BUDGET FOR EXPENDITURES FROM SPECIAL RESERVE					40,000	185,000	40,000	110,000
TOTAL CAPITAL OUTLAY	56,177	402,140	636,702	714,461				
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	1,002,669	1,074,246	1,090,000	1,110,000	1,130,000	1,150,000
TOTAL EXPENDITURES	12,939,926	14,962,856	15,562,676	16,219,401	15,513,430	15,968,514	16,099,399	16,327,634
TOTAL REVENUES LESS EXPENDITURES	-146,822	487,158	139,614	-229,442	384,822	285,186	515,596	657,688
Notes to Rev Less Exp Line above		\$441,014 will carryover to be spent 16-17	Exp budget from 15-16 Income \$441,014	Exp budget from 16-17 Income College Readiness \$69K Plus Prop 39 \$33K=\$102K				
GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,688,330	1,827,944	1,598,502	1,983,324	2,268,510	2,784,106
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	139,614	-229,442	384,822	285,186	515,596	657,688
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-140,000	-180,000	-220,000	-120,000	-165,000	-145,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	1,532,980	1,657,594	1,388,152	1,732,974	2,118,160	2,588,756	3,266,443
% UNDISTRIBUTED RESERVE	9.28%	10.25%	10.65%	8.56%	11.17%	13.26%	16.08%	20.01%
5% UNDISTRIBUTED RESERVE IS	646,996	748,143	778,134	810,970	775,671	798,426	804,970	816,382
AMOUNT ABOVE (-BELOW) 5%	554,176	784,837	879,460	577,182	957,303	1,319,734	1,783,786	2,450,062
Percent of Budget for Personnel (includes SELPA)	84.3%	81.4%	78.0%	81.6%	87.5%	86.9%	87.7%	87.4%
TOTAL ADA	1386.33	1404.81	1402.99	1413.00	1413.00	1413.00	1413.00	1413.00
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,338	\$ 9,600	\$ 9,976	\$ 10,228	\$ 10,483	\$ 10,746
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,397,756	\$ 13,101,675	\$ 13,565,300	\$ 14,096,329	\$ 14,451,777	\$ 14,813,071	\$ 15,183,398
Dollar Increase over Prior Year for LCFF Funding	\$ 1,057,310	\$ 1,523,096	\$ 703,919	\$ 463,625	\$ 531,029	\$ 355,448	\$ 361,294	\$ 370,327
% Increase over Prior Year LCFF Funding	10.77%	14.01%	5.68%	3.54%	3.91%	2.52%	2.50%	2.50%
	8.88% STRS	10.73% STRS	12.58% STRS	14.43% STRS	16.28% STRS	18.13% STRS	19.10% STRS	20.1% STRS
	11.7% PERS	11.847% PERS	13.888% PERS	15.531% PERS	18.1% PERS	20.8% PERS	23.8% PERS	25.2% PERS
	Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated							
	Min. Wage \$9	Min. Wage \$10	Min. Wage \$10.50	Min.Wage \$11	Min. Wage \$12	Min. Wage \$13	Min. Wage \$14	Min. Wage \$15

SHADY CREEK OUTDOOR SCHOOL PROGRAM
Management Services Provided By
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE
Dr. Baljinder Dhillon, Superintendent
970 Klamath Lane, Yuba City, CA 95993
(530) 822-2949

ENVIRONMENTAL EDUCATION AGREEMENT 2017/2018

THIS AGREEMENT ("Agreement") is entered into between the Sutter County Superintendent of Schools ("Superintendent") **Egling Middle School** ("District"). Collectively Superintendent and District shall be referred to as "Parties."

WHEREAS, Superintendent owns an outdoor education facility known as Shady Creek Outdoor School ("Shady Creek"), which is located at 18601 Pathfinder Way, Nevada City, CA, and thereon operates the Shady Creek Outdoor School Program ("Program"), an outdoor educational program for the benefit of public school students; and

WHEREAS, District desires its students to participate in the Program and stay at Shady Creek on the terms and conditions set forth in this Agreement.

The Parties agree as follows:

1. Participation Fee: District will participate in the Shady Creek Outdoor School Program on the terms and conditions set forth in this agreement. District desires to reserve space for **110 pupils** and agrees to pay an amount **equal to \$240.00 per pupil** if scheduled for a five-day week and **\$219.00** per pupil if scheduled for a four-day week to participate in the Shady Creek Program (Participation Fee). *There will be no adjustment to the per pupil fee for students arriving late or leaving early.* This contractual reserved space is based on numbers supplied by your school administrator. If there is a discrepancy with these numbers contact the Shady Creek office immediately. **Final Payment will be due no later than June 15, 2018.**
2. Deposit. This Participation Fee shall also cover the cost of lodging, food and recreational activities for the adult participants and cabin counselors provided by the District as required by sections 3 and 4 of this Agreement. District shall pay fifty percent (50%) of the Participation Fee for the number of Students identified in Section 1 as a nonrefundable deposit ("Deposit"). The Deposit shall be received by the Superintendent by ***September 1, 2017 for fall scheduled schools and December 1, 2017, for spring scheduled schools*** to reserve participation in the program. The District shall pay the balance of the Participation Fee once actual attendance is computed and final billing received by District. Final billing will be based on actual Student attendance, but in no event shall be less than Eight-five Percent (85%) of the number of Students identified in Section 1.
3. Adult Participation Requirements. District shall require the following adult participants, who shall stay at Shady Creek with the Students.
 - a. Program Coordinator. District shall designate one Program Coordinator who is responsible for coordinating the District's participation in the Program, including payment of the Participation Fee and coordination of Program activities. The Program Coordinator may be a teacher or administrator otherwise attending the Program. The Program Coordinator shall be responsible for communicating with the Shady

Creek Resident Director or designee to ensure that all requirements of this Agreement have been fulfilled prior to the arrival of the District at Shady Creek.

b. Teachers. District shall provide one teacher for each class of 20 or more Students at no additional cost. Districts with less than 20 students will have a prorated fee for the teachers food and lodging.

c. Administrator: District's attending shall coordinate to provide one administrator for each week Students are in attendance. If more than one district is participating in the Program during the Program Term, Districts shall provide an administrator on a rotating basis. The Shady Creek Director or designee shall be responsible for coordinating the rotation of the Administrator.

d. Nurse. If all Students for the Program Term are from the same District, District shall provide one school nurse or health technician. If more than one district is participating in the Program during the Program Term, Districts shall provide a nurse or health technician on a rotating basis. The Shady Creek Director shall be responsible for coordinating the rotation of the school nurse. The Superintendent will pay the district a \$500.00 stipend for providing a School Nurse or a \$360.00 stipend for providing a Health Technician.

It is understood that small districts may wish to combine pupils or classes and jointly provide the required instructional and administrative personnel. The Program Coordinator for the District shall work with the Shady Creek Resident Director to confirm that adequate adult supervision is available in the event the District wishes to combine classes or supervision with another participating district.

4. Cabin Counselors. In addition to the adult supervision required in Section 3, District shall provide cabin counselors at a ratio of 1 to 7 for the girls and a ratio of 1 to 9 for the boys and no less than one counselor per cabin and shall establish a selection procedure which ensures competent and responsible counselors. The cabin counselors are not required to be over the age of 18. However, in the event that the cabin counselors are minors, District shall require a parent or guardian of the cabin counselor to sign the release on the counselor health form. Signed release shall be submitted to the Shady Creek Director or designee upon arrival at camp. If you bring additional counselors there will be a fee of ½ the student price for the additional counselors.

5. Transportation. District shall be responsible for providing transportation of all employees, students, counselors and staff to and from Shady Creek.

6. Safety. District shall be solely and completely responsible for the safety of all persons and property during times when District, its employees, volunteers and students access the Shady Creek. District, its employees, volunteers and students shall fully comply with all state, federal and other laws, rules, regulations, and orders relating to safety, and any rules posted at Shady Creek. Failure of the District, any Student or any other Program participant to comply with this section may result in the District, Student or Program participant being removed from the Program or the District not being allowed to participate in the Program in the future. Superintendent shall not be obligated to refund any Participation Fee to the District in the event any Student or other Program participant is removed from the Program as a result of violating this Section.

7. Health Forms and Waiver of Liability: District shall be responsible for collecting a health form including the Waiver of Liability for each student, counselor, and teacher attending camp and submitting to the Shady Creek Director or designee upon arrival.

8. Indemnity. District agrees to indemnify, defend and hold harmless the Superintendent, its officers, agents and employees, from and against any and all claims and losses whatsoever accruing or resulting in connection with performance of this Agreement, and from all claims and losses accruing or resulting to a person, firm, or corporation for damages, injury or death arising out of or connected with this Agreement and participation in the Program and access to Shady Creek. Without limiting the District's indemnification, the District shall maintain in force at all times while participating in the Program a policy or policies of insurance covering such participation including but not limited to the following coverages, and in the minimum limits of liability as stated herein: Comprehensive general liability, including personal injury in combined single limit of \$1,000,000.00 (one million dollars).

All such policies shall provide an endorsement naming the Superintendent, his officers, agents, employees, ***as additional insured***. The above described coverage shall be maintained throughout District's participation in the Program. **District shall file with the Superintendent a certificate of insurance evidencing that the insurance coverage as required herein has been obtained and is currently in effect.**

9. Waiver and Release of Liability. No board member, officer, employee, representative, or agent of Superintendent, shall be personally liable in any manner or to any extent under or in connection with this Agreement District, its employees and participants hereby waive any and all claims of such personal liability.

10. Interpretation. This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced and governed under the laws of the State of California. Any action or proceeding seeking any relief under or with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County of Sutter. The language in all parts of this Agreement shall be in all cases construed as a whole according to their fair meaning and not strictly for or against either the District or Superintendent. Any headings in this Agreement are included only as a matter of convenience and for reference and in no way define the scope or extent of this Agreement or the construction of any provision.


11. Severability. If any term, provision, condition or covenant of this Agreement or its application to any party or circumstance shall be held, to any extent, invalid or unenforceable, then the remainder of this Agreement shall not be affected.

14. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall, together, constitute one and the same instrument.

15. Entire Agreement; Amendments. This Agreement and the documents referred to in this Agreement constitutes the entire agreement of the Parties hereto with respect to the matters contained herein, and prior or contemporaneous agreements or understandings, oral or written, pertaining to any such matters are merged herein and shall not be effective for any purpose. No provision of this Agreement may be amended or added to except by an agreement in writing which is signed by the Parties hereto or their respect successors-in-interest and indicates that it is an amendment of this Agreement. Neither party shall assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the other party.

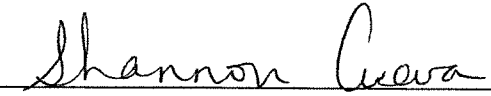
16. Authority. Superintendent has delegated authority to enter into this Agreement with District to the Shady Creek Resident Director.

Colusa Unified School District

By: 
(Authorized signature)

Dated: 9/18/17

Sutter County Superintendent of Schools

By: 
Sutter County Superintendent of Schools

Dated: 9/1/2017

NOTE: Please sign and return one copy to Shady Creek Outdoor School, Sutter County Superintendent of Schools by **November 1, 2017**.

The District designates as Program Coordinator:

Name: _____ From: _____
(school or office)

Phone: _____

Please provide us with an email address for further correspondence:

Email: _____

Participating Teachers email address:

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

July 1, 2017 TO September 30, 2017

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

 x No complaints have been received this quarter.

The following complaints have been received this quarter.

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

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

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

 Complaints have been received regarding insufficient textbooks.
District Resolutions:

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

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

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

 Complaints have been received regarding unqualified teachers.
District Resolutions:

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

Superintendent

Date

211 Elm St.
Marysville, CA 95901
Phone: (530) 742-7119
Fax: (530) 742-9422



License 231910

Colusa Unified School District
Egling School split system bid
Attn: Terry Biladeau
9/20/17

Terry,

We are pleased to submit a bid for the Egling School multizone to split system change out. This work will be installing 5 Fujitsu 3 ton mini splits (matching Fujitsu units on the 200 wing). These units will be installed on the eastern most 200 pod in place of the existing Carrier multizone unit (SN2700F14469), AC-18 mounted in the South-East corner of the pod.

Our bid includes:

- Installing (5) 3 ton Fujitsu heat pump cassette type mini splits, one for each AC 18 zone (conditioned space). Rooms affected will be 210, 214, 220 and 2 units for Media 2. All units will have a condensate pump to pump the water to the roof.
- Modifying the ceiling grid to make the units fit into the ceiling.
- Run all new line sets to the roof
- Providing a crane to remove the Carrier multizone and get condensers on the roof
- Disposal of Carrier multizone to EPA standards. Allowing MOT to salvage parts for future need.
- Providing and replacing any ceiling tiles damaged during construction
- Provide a licensed electrician to install a new 200 amp sub panel on the roof to provide power to the mini splits.
- Fabricate and install a 22 G.A. metal cap with 10" sides to cover the existing multizone curb.
- Cleanup and removal of construction debris from the work site.
- Provide O&M manuals to MOT and conduct a brief training class

The cost for this work will be \$46,362 tax and labor included.

W.V. Alton Inc. is a signatory contractor with Sheet Metal Workers Local 104, all wage are figured at the prevailing wage rate as set by our Union.

After 90 days this proposal is subject to any increases in cost of labor and material. The proper workmen's compensation property damage and public liability insurance cover our men for your protection. Acceptance of this proposal, subject to approval by an officer of the company, constitutes a contract.

Submitted By: W.V. Alton, Inc.

A handwritten signature in dark ink, appearing to be "W.V. Alton", written over a horizontal line.

Accepted by:

A handwritten signature in dark ink, appearing to be "Terry Biladeau", written over a horizontal line.



4219 South Market Court Suite C

Sacramento, CA 95834

Phone 916-566-1135 Fax 916-566-1138

climatecontrolinc.biz Lic. # 835592

Proposal

September 27, 2017

Summary: QUOTED REPAIR

Reference #: 499

SP: JASON C.

Due Date: 10/27/2017

Colusa Unified School District
745 10th St
Colusa CA 95932

Job Name:

Egling Middle School
813 Webster Street
Colusa, CA

We Hereby Submit Specifications And Estimates For:

Scope:

- o Install 5 ea three ton Fujitsu heat pump cassette type mini splits one for each AC 1 zone (conditioned space). Rooms affected will be 129, 130, 131, 132 and 1 unit for Computer Lab area in the hall. All units require condensate pumps to pump the water to the roof.
- o Install 5 ea three ton Fujitsu heat pump cassette type mini splits one for each AC 2 zone (conditioned space). Rooms affected will be 101, 102, 103, 104, and 1 unit for hall over teaching area. All units require condensate pumps to pump the water to the roof.
- o Modify the ceiling grid to make the units fit in the ceiling.
- o Run all new line sets to the roof.
- o Contractor will arrange a crane to remove the Carrier multizones and get the condensers on the roof.
- o Contractor will dispose of the Carrier multizones to EPA standards. MOT will have the opportunity to remove and salvage circuit boards, relays and other parts prior to unit disposal.
- o Contractor responsible for providing and replacing any ceiling tiles damaged by construction.
- o Contractor to have licensed electrician install a new 200 amp sub panels, one for each unit removed on the roof to provide power to the mini splits.
- o Contractor shall file both a Payment Bond and Performance Bond on this project.
- o Contractor to fabricate 258 1/4" by 89 5/8" with 10" sides out of 22 Gauge metal cap to cover multizone hole for each unit removed (contractor confirms size before fabrication). School MOT Department to build subfloor platform that goes under the cap.
- o Contractor responsible for all cleanup and removal of construction debris from the work site.
- o Contractor to provide O&M manuals to MOT and provide some instructions on use.
- o Prevailing wage applies to this project.



INCORPORATED
4219 South Market Court Suite C
Sacramento, CA 95834

Phone 916-566-1135 Fax 916-566-1138
climatecontrolinc.biz Lic. # 835592

Proposal

September 27, 2017

Summary: QUOTED REPAIR

Reference #: 499

SP: JASON C.

Due Date: 10/27/2017

Colusa Unified School District
745 10th St
Colusa CA 95932

Job Name:

Egling Middle School
813 Webster Street
Colusa, CA

We Hereby Submit Specifications And Estimates For:

Exclusions:

Anything not mentioned in scope of work.
Permits, fees, engineering.

We propose hereby to furnish material and labor - complete in accordance with the above specifications, for the sum of: \$89,816.00

Prices valid 30 days from date of proposal. All material is guaranteed to be as specified. All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon delays beyond our control. Purchaser agrees to pay all costs of collection, including attorney's fees. This proposal may be withdrawn by us if not accepted by the above due date.

Authorized
Signature

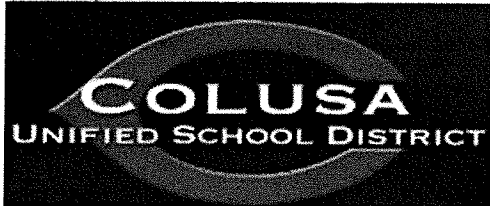
Acceptance
Signature

Date

10/3/17

September 14, 2017

Jeremy Miller



745 Tenth St.
Colusa, CA 95932

Dear Jeremy:

I am pleased to submit the following proposal for your new business communication solution. Mitel's total solution approach to communication, along with its award-winning products and technology, provide for quality products and services that will keep pace with future technological advances. With our Continual Improvement Process in place, Mitel strives to guarantee 100% customer satisfaction.

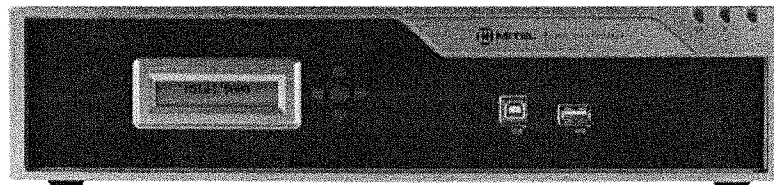
The descriptions of products and services and their related costs are listed in the enclosed proposal. Because we realize your communication systems and services are critical to the operation of your business, Mitel takes pride in being able to design a solution that meets your company's specific needs, both current and future.

We look forward to the opportunity to serve you and to having a long and mutually rewarding relationship.

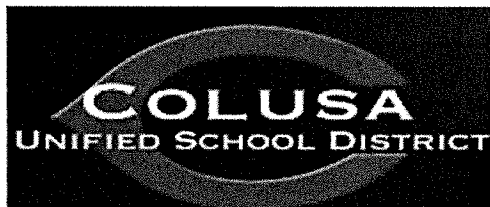
Sincerely,

Rafael dela Rosa
Customer Account Representative





Prepared for:



Prepared by:

Rafael dela Rosa

**Mitel – Orange County Branch
18301 Von Karman Avenue Suite# 900
Irvine, CA 92612**

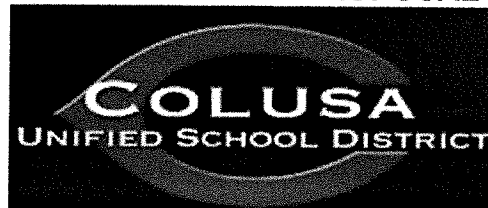
Voice: 714-913-9525

Fax: 714-866-5023

Date

September 5th, 2017

THE MITEL RENEWAL PROPOSAL FOR:



Proposal Outlined:

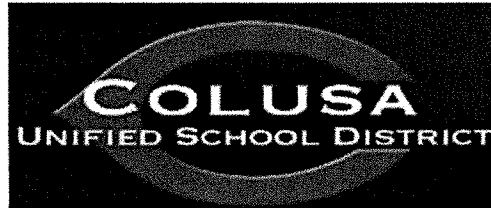
- Renew the customer's existing Mitel Total Solution agreement to a new 12-month agreement term
- *Proposed to commence on September 15th, 2017*
- All current Total Solution provisions including service and support will remain the same during the proposed renewal period
- *Requires a signed Mitel renewal agreement by September 29th, 2017 to qualify*

Location	Renewal Payment	Start Date
901 Colus Ave.	\$395.02 + Tax	9-15-17
813 Webster St.	\$325.79 + Tax	9-15-17
400 Fremont St.	\$370.58 + Tax	9-15-17
745 10 TH St.	\$272.29 + Tax	9-15-17
Total	\$1,363.68 + Tax <i>New</i>	

- Monthly Savings of \$307.44 from current monthly payment



MITEL TOTAL SOLUTION CURRENT INFORMATION:



Location	Monthly Payment	Expiration Date
901 Colus Ave.	\$460.39 + Tax	1-14-17
813 Webster St.	\$407.24 + Tax	1-14-17
400 Fremont St.	\$463.23 + Tax	1-14-17
745 10 TH St.	\$340.36 + Tax	11-14-16
Total	<u>\$1,671.12 + Tax</u> 1792 →	Current

The Mitel Total Solution Package is an off-balance sheet financing from Mitel Leasing for the "rental" of a Mitel Phone System. The Mitel Total Solution Package includes most of cost ownership that pertains to the Mitel Phone System.

CURRENT TOTAL SOLUTION PROVISIONS:

- Rental of all Hardware and Software Associated with Your System
- Repair Service for the **Full Term**
- System Training for the **Life of the Agreement**
- Guaranteed Rates for Expansion
- Upgrade Flexibility
- Risk of Loss Coverage
- Guaranteed Renewal Option
- Discounted System Relocation



ACCT# 106424
09/05/2017

Mitel Leasing, Inc.

RENEWAL AGREEMENT

Reference is made to that certain Lease Agreement (hereinafter referred to as "agreement") which was executed on **10/31/2008** and commenced on **11/15/2008** between MITEL LEASING, INC., with offices at 10603 W Sam Houston Parkway North, Suite 400, Houston, Texas 77064, and

COLUSA UNIFIED SCHOOL DISTRICT

(hereinafter referred to as "Lessee") with offices located at:

**745 10th Street
Colusa, CA 95932**

NOW THEREFORE, for good and valuable consideration, receipt of which is hereby acknowledged, MITEL LEASING, INC. hereby consents to and does modify the original terms of the agreement and renews and extends the terms of said agreement as follows:

TERMS ARE AMENDED TO READ:

Lessee shall pay MITEL LEASING, INC. the sum of **\$272.29** per month plus taxes commencing **09/15/2017** for a period of **12** months. Lessee agrees to abide by said modification and renewal and acknowledges that all other terms and conditions of the agreement not so modified shall remain in full force and effect.

Dated this 12th day of September, 2017

Agreed and Approved:

COLUSA UNIFIED SCHOOL DISTRICT

BY:

Dwayne K Newman
Signature

PRINTED NAME & TITLE:

Dwayne Newman Supt.

MITEL LEASING, INC.

BY: _____

TITLE: _____

Susan Otto, Vice President

ACCT# 134314
09/05/2017

Mitel Leasing, Inc.

RENEWAL AGREEMENT

Reference is made to that certain Lease Agreement (hereinafter referred to as "agreement") which was executed on **10/31/2008** and commenced on **01/15/2009** between MITEL LEASING, INC., with offices at 10603 W Sam Houston Parkway North, Suite 400, Houston, Texas 77064, and

COLUSA UNIFIED SCHOOL DISTRICT

(hereinafter referred to as "Lessee") with offices located at:

**400 Fremont Street
Colusa, CA 95932**

NOW THEREFORE, for good and valuable consideration, receipt of which is hereby acknowledged, MITEL LEASING, INC. hereby consents to and does modify the original terms of the agreement and renews and extends the terms of said agreement as follows:

TERMS ARE AMENDED TO READ:

Lessee shall pay MITEL LEASING, INC. the sum of **\$370.58** per month plus taxes commencing **09/15/2017** for a period of **12** months. Lessee agrees to abide by said modification and renewal and acknowledges that all other terms and conditions of the agreement not so modified shall remain in full force and effect.

Dated this 12th day of Sept., 2017

Agreed and Approved:

COLUSA UNIFIED SCHOOL DISTRICT

BY: Dwayne K Newman

Signature

PRINTED NAME & TITLE: Dwayne Newman

Sept.

MITEL LEASING, INC.

BY: _____

TITLE: _____

Susan Otto, Vice President

ACCT# 134313
09/05/2017

Mitel Leasing, Inc.

RENEWAL AGREEMENT

Reference is made to that certain Lease Agreement (hereinafter referred to as "agreement") which was executed on **10/29/2008** and commenced on **01/15/2009** between MITEL LEASING, INC., with offices at 10603 W Sam Houston Parkway North, Suite 400, Houston, Texas 77064, and

COLUSA UNIFIED SCHOOL DISTRICT

(hereinafter referred to as "Lessee") with offices located at:

**813 Webster Street
Colusa, CA 95932**

NOW THEREFORE, for good and valuable consideration, receipt of which is hereby acknowledged, MITEL LEASING, INC. hereby consents to and does modify the original terms of the agreement and renews and extends the terms of said agreement as follows:

TERMS ARE AMENDED TO READ:

Lessee shall pay MITEL LEASING, INC. the sum of **\$325.79** per month plus taxes commencing **09/15/2017** for a period of **12** months. Lessee agrees to abide by said modification and renewal and acknowledges that all other terms and conditions of the agreement not so modified shall remain in full force and effect.

Dated this 12th day of Sept., 2017

Agreed and Approved:

COLUSA UNIFIED SCHOOL DISTRICT

BY: Dwayne K Newman

Signature

PRINTED NAME & TITLE: Dwayne Newman

Sept.

MITEL LEASING, INC.

BY: _____

TITLE: _____
Susan Otto, Vice President

ACCT# 134312
09/05/2017

Mitel Leasing, Inc.

RENEWAL AGREEMENT

Reference is made to that certain Lease Agreement (hereinafter referred to as "agreement") which was executed on **10/31/2008** and commenced on **01/15/2009** between MITEL LEASING, INC., with offices at 10603 W Sam Houston Parkway North, Suite 400, Houston, Texas 77064, and

COLUSA UNIFIED SCHOOL DISTRICT

(hereinafter referred to as "Lessee") with offices located at:

**901 Colus Avenue
Colusa, CA 95932**

NOW THEREFORE, for good and valuable consideration, receipt of which is hereby acknowledged, MITEL LEASING, INC. hereby consents to and does modify the original terms of the agreement and renews and extends the terms of said agreement as follows:

TERMS ARE AMENDED TO READ:

Lessee shall pay MITEL LEASING, INC. the sum of **\$368.31** per month plus taxes commencing **09/15/2017** for a period of **12** months. Lessee agrees to abide by said modification and renewal and acknowledges that all other terms and conditions of the agreement not so modified shall remain in full force and effect.

Dated this 12th day of Sept, 2017

Agreed and Approved:

COLUSA UNIFIED SCHOOL DISTRICT

BY: Wayne K Newman

Signature

PRINTED NAME & TITLE: Wayne Newman Syst.

MITEL LEASING, INC.

BY: _____

TITLE: _____
Susan Otto, Vice President



LICENSING AGREEMENT

This Agreement effective **November 1, 2017**, is made and entered into by **Colusa Unified School District** as Licensee and Document Tracking Services (DTS) as Licensors each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



- I. License Fee. Licensee shall pay a fee of **\$995**.
- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC


By: 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

Date: September 19, 2017

Licensee

By:

Date:


9/21/17

Colusa Unified School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2017 School Accountability Report Card, English (CDE Template)
2. 2017 School Accountability Report Card, Spanish (CDE Template)
3. 2017 Single Plan for Student Achievement (CDE Template)
4. 2017 Comprehensive School Safety Plan (Custom Template)
5. 2017 Local Education Agency Plan (CDE Template)



September 19, 2017

Colusa Unified School District
745 10th Street
Colusa, CA 95932

Re: Document Tracking Services

INVOICE #6159809

Pursuant to the licensing agreement between Colusa Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [11/1/17 to 11/1/18]: \$995
5 schools and District Personnel = 6 sites
License Agreement includes up to 5 documents

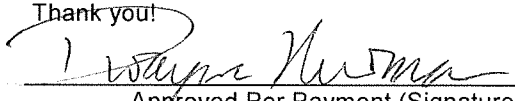
Total Balance Due: \$995

Please Make Checks Payable To: Document Tracking Services

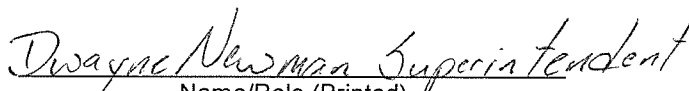
Send to:

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!


Approved Per Payment (Signature)

9/21/17


Name/Role (Printed)



METALLIC BUILDING QUOTE

(530) 682-0933

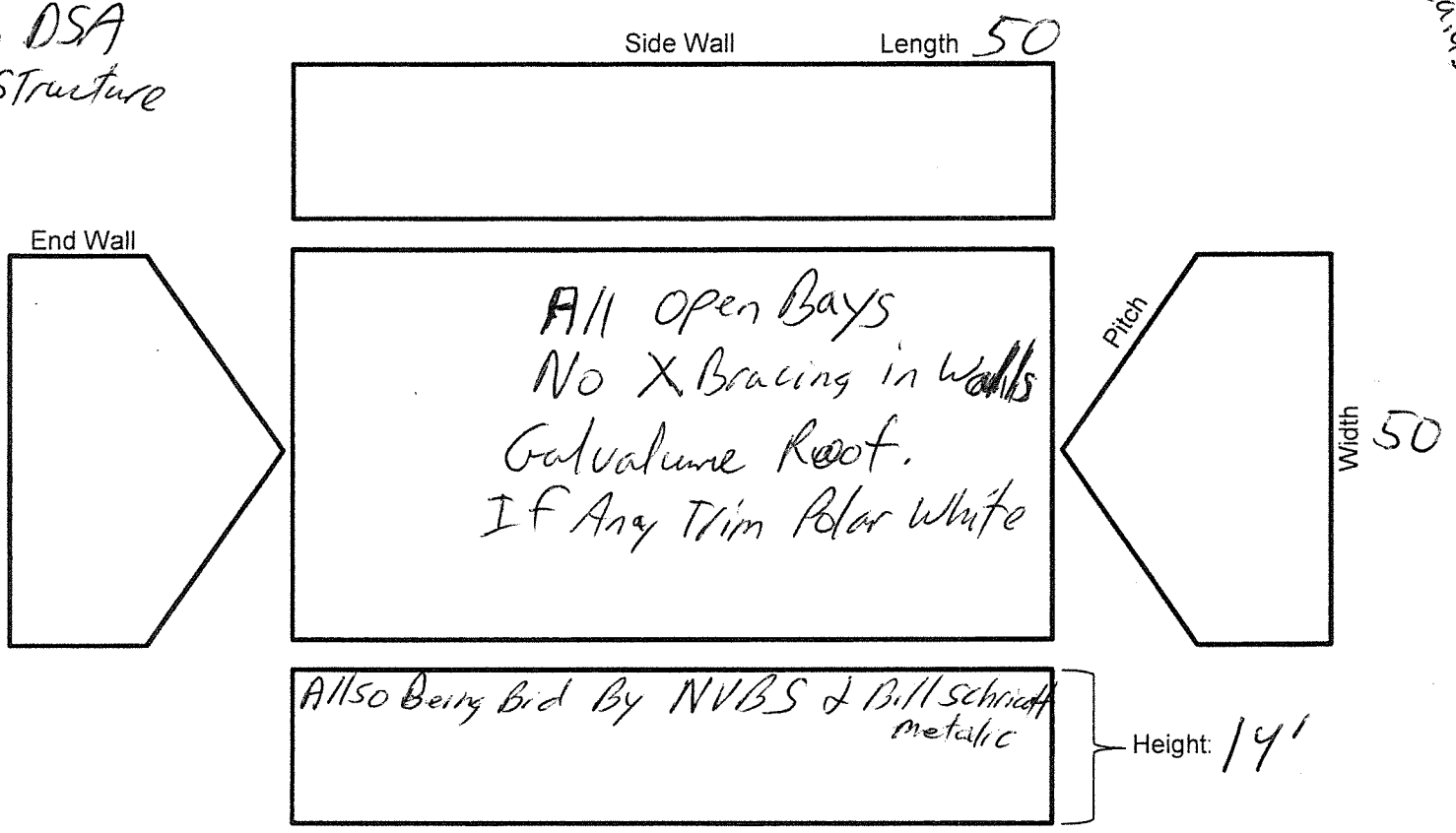
Name: Colusa Unified School district

Address: 795 Tenth St

City: Colusa Zip Code: 95932
(Mandatory)

Phone: 530-788-2673 Email: Tbiladeay@Colusa.k12.ca.us

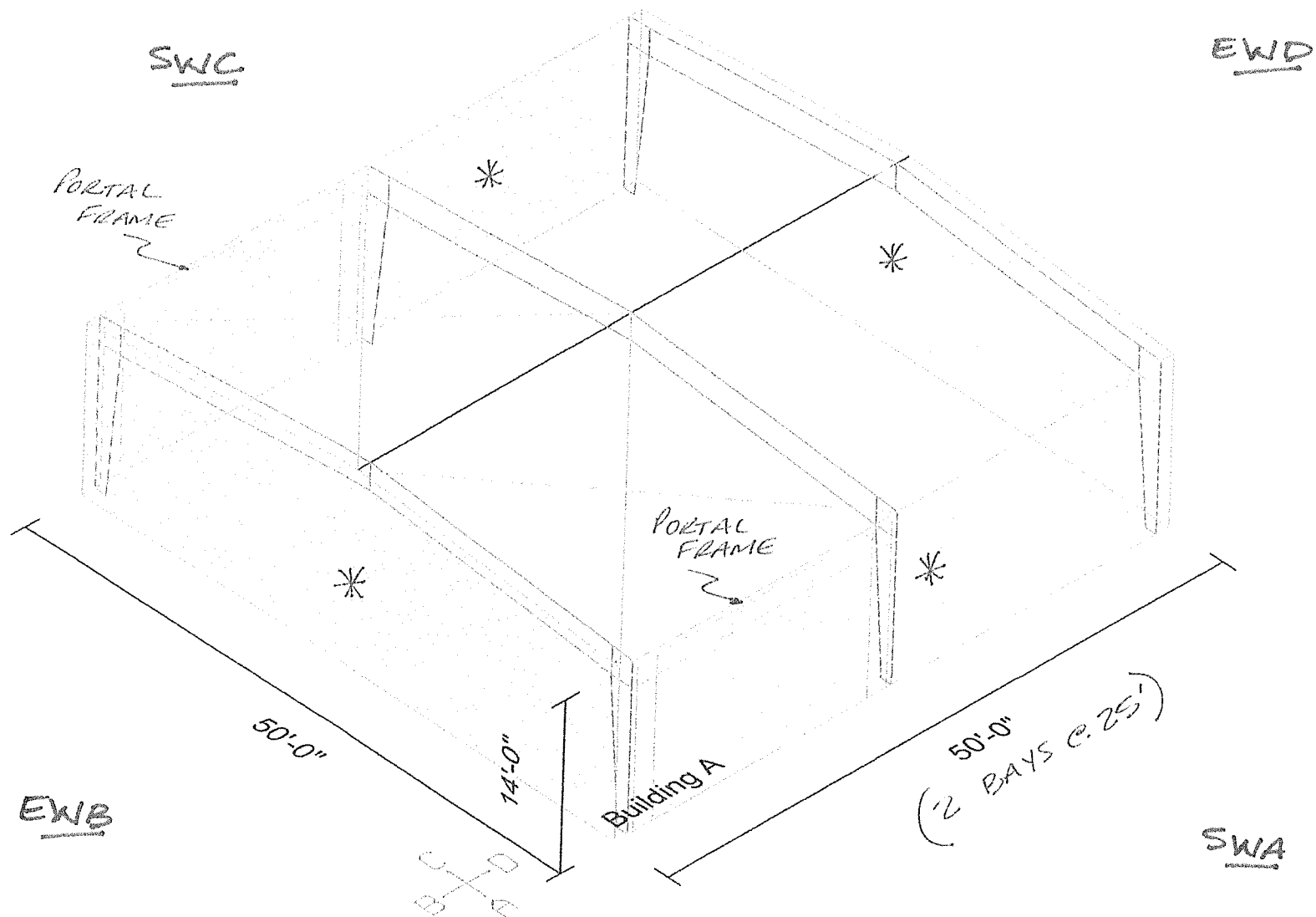
No DSA
Ag. Structure



Length:	<u>50</u>	Ridge Vent:	<u>0</u>
Width:	<u>50</u>	Gutters & Down Spouts:	<u>0</u>
Eave height:	<u>14</u>	Man Doors:	<u>0</u>
Roof Pitch:	<u>1 in 12</u>	Roll-up doors: Ht:	<u>0</u>
Skylights:	<u>0</u>	Wth:	<u>0</u>
Windows: Ht:	<u>0</u>	Insulation:	<u>0</u>
Wth:		Slab Thickness:	<u>4" #3 18"</u>

DRAW IN DOOR LOCATIONS & MAN DOOR LOCATIONS. WHAT IS THE USE?

B & J'S CONCRETE
COLUSA K12



Not To Scale

* ALL WALLS ARE
 OPEN FOR WIND
 - ROOF ONLY STRUCTURE -



Pricing Report

Optima 6.7.
06/08/201
19

P.O. Box 40338/ Houston, TX 77240-0338
7301 Fairview/ Houston, TX 77041
(866)800-6353/(713)466-7788
Fax:(832)590-1894

Buyer acknowledges and agrees that this quotation is not valid for plan and specification projects since it is based on the Manufacturer's product standards only.
Any Buyer-supplied information has been used only for general reference and the Manufacturer's scope of work is strictly limited as described herein.

Buyer Information

Credit Information

Number N/A
Order Number (1005*9939558)
Name B&J's Concrete
Address (if required) N/A
Billing Address 7 Woodhaven DR
Colusa, CA, 95932
County Colusa
Physical Address 7 Woodhaven Dr
Colusa, CA, 95932
County Colusa
Attention Bob Wright
Phone 530-458-5380
Fax N/A
Home Phone N/A
Cell Phone 530-682-0933
Email bnjsconcrete@frontier.com

Contact N/A
Phone N/A
General Contractor
Name N/A
City N/A
State N/A

Sub-Erector

Name N/A
City N/A
State N/A

Lender

Name N/A
Phone N/A
Lender Address N/A
N/A, N/A

Owner Information

Name Colusa Unified School District
Address (if required) N/A
Order Number N/A
Address N/A
Colusa, CA, 95932
County Colusa
Use of Building 1A AGRICULTURAL BUILDINGS
COMMODITY STORAGE

Credit Terms To Be Determined
Tax Exempt Status Taxable
Tax Exempt Number N/A

Drawings & Documentation

Qty	Type	Purpose	Seal	Size	Ship To
3	Anchor Rod	For Construction	Unsealed	(22" x 34")	Buyer
3	Calcs		Sealed		Buyer
3	Erection	For Construction	Unsealed	(22" x 34")	Buyer
3	Erection Permit		Sealed	(22" x 34")	Buyer
1	Letter of Cert.		Sealed		Buyer

Show Mem Sizes & Conns Yes
Send Dwgs Express Delivery Yes
Corp of Engs, DOD, DOE Fed No
UFC 4-01-01 Anti-Terrorism requirements No
All Electronic Documents No

Requested Mailing Dates

Final Anchor Rod N/A
Approval N/A
Permit N/A

Shipping

Shipping Terms FOB plant with Freight allowed to jobsite
Shipping Contact N/A
To N/A
Colusa, CA, 95932
County Colusa
Phone N/A
Home Phone N/A
Shipping Weight 11,321.91 lbs
Cost to Jobsite 174.00
Shipping From Atwater, CA
Export Overages No
Expedited Delivery 10/31/2016
Stack Tarps No
Freight Calculation All Buildings Ship Together

General Information

Product ID Colusa K12
Material Origin Non-Domestic Steel Allowed
Manufacturer Scott Stephen
Limits Inside
Product Status Permit Only
Request No
Request Date 6/8/2017
Material Complexity 3
Use: (Drft/Eng Pts) (6.25/2.00)
EW Anc. Rod Dia. 5/8

Jobsite Information

Address N/A
Colusa, CA, 95932
County Colusa
TDI Required N/A

Project Notes

Non-Production Orders will be progress billed upon release of Permit or Approval drawings. The total amount due upon release of drawings will be \$1155.00. This is not an additional amount to the purchase order and does not represent the total cost of engineering. If a deposit is not collected in this amount or more at order entry, we will invoice on release of drawings. This amount does NOT pertain to projects purchased for production.

TE: Due to the rising steel prices, please pay special attention to note #1 at the top of the last page of this quotation.

GENERAL BUILDING NOTES:

It is the buyer's responsibility to verify all design loads and assumptions with the Engineer of Record and local Building Official prior to order. Metallic Building Company's Engineer is not the Engineer of Record for the overall project.

Notice to Bidders: This proposal is predicated on Metallic standard materials, methods, finishes, details, and deflections unless otherwise stated below. Plans and specifications (if furnished) may have been used for reference, however the buyer is advised that in no way is this proposal or contract to be construed as being in absolute compliance with any plans, specifications, or Code of Engineers. Metallic is quoting as a material supplier, not a subcontractor and is not bound by any agreements the buyer may enter into with their customer. Reliance on this proposal for a bid job is solely at the risk of the buyer.

Terms to be determined per Metallic credit department. Metallic will not accept contracts which include retention or liquidated damages.

A partial list of exclusions: Roll-up doors, walk doors, Bi-Fold doors, windows, louvers, skylights, roof curbs, roof jacks, items that are embedded in concrete, miscellaneous metal fabrications, insulation, thermal spacers, erection, field touch up, special inspections, roof seamer rental, and/or any items not specifically listed in proposal are excluded.

Provide 'Hard Washers' for all A-325 high strength main frame connection bolts.

The requirements of the California Energy Commission 2005 Efficiency Standards for conditioned spaces DO/DO NOT Apply and any change in that status will affect the price.

NOTE: Purlin/ girt depths and locations, as well as x-bracing type (rods vs. cables) are supplied for reference only and may be changed at Manufacturer's discretion without notice unless specifically stated otherwise in the "Project Notes" section of the contract.

Provide Standard Detail R Drawings with engineers seal
"cross reference details" (include cross reference note only if applicable)

Loads			
Project Use Category	Agricultural	Jobsite Address	N/A
Building Code	2016 California	County	Colusa, CA, 95932
Wind			Colusa
Design Wind Load	20.000 psf	Wind Category	N/A
Wind Area Reduction Allowed	Yes	Miles From Coastline	N/A
Wind Exposure	Exposure C	Elevation Above Sea Level	N/A
		Rain Intensity	2.0300 in/hr
Snow			
Ground Snow Load	0.000 psf	Snow Exposure	N/A
Roof Snow Load	0.000 psf	Rain Load	N/A
Seismic			
Spectral Response(Ss)	79.30 %	% of Snow Load for Seismic	Normal
Spectral Response(Sh)	N/A	Seismic Zone	N/A
Spectral Response(S1)	33.10 %	Near Source Factor	N/A
Spectral Response(S2)	N/A	Design Seismic for Schools	N/A
Accelerated Coefficient(Aa)	N/A	Site Class/Soil Type	(D) Stiff Soil
Velocity Coefficient(Av)	N/A		

Sustainability and Energy Efficiency	
Sustainability Goal	None
Rate Controlled Building	No
Energy Efficiency Code	N/A
Panel Air Infiltration Requirements	No

New Building A - Building A

el - Name	A - Building A	Frame Type	Symmetrical
cture	New	Elevation A	Sidewall
e	Stand Alone		

Loads, Wind Enclosure, Deflections & Sidesway

Loading Loads		Importance Factors	
of Snow Load By Design	0.000 psf	Snow Is	1.00
sk Factor	II - Normal	Wind Iw	N/A
ermal Condition	N/A	Seismic Ie	1.00
ismic Design Category	D	Designed Snow Exposure	N/A
ind Speed	110.00 mph		

Wind Enclosure		
nclosure		Calculated - Open
re all Framed Openings enclosed with materials designed to resist building wind loads?		Yes
re all Open Areas for Other enclosed with materials designed to resist building wind loads?		Yes
pen Building Condition		Obstructed flow
Note - The building has been designed as open in accordance with the building code. The addition of wall framing or sheeting on any portion or all of the walls will require that the building be reviewed by a licensed engineer for structural adequacy. Modifications to the building due to the addition of wall framing or sheeting are not part of this pricing.		

Uniform Collateral Loads	
iling Load	0.000 psf
iling Type	N/A
ittle Wall/Dryvit	No
ther	3.000 psf

Deflections		
Purlins		
ive	L/150	Code Limit
ow	L/180	Code Limit
ind	L/180	Code Limit
otal Gravity	L/120	Code Limit
otal Uplift	N/A	
Roof Panel		
Live	L/60	Code Limit
Snow	L/60	Code Limit
Wind	L/60	Code Limit
Total Gravity	L/60	Code Limit
Total Uplift	L/60	Code Limit
Rafters		
Live	L/180	Code Limit
Snow	L/180	Code Limit
Wind	L/180	Code Limit
Total Gravity	L/120	Code Limit
Total Uplift	N/A	
irts	L/90	Code Limit
all Panel	L/60	Code Limit
adwall Columns	L/120	Code Limit

Sidesway		
Frame		
Frame	H/100	Code Limit
Live	H/60	Code Limit
Snow	H/60	Code Limit
Serviceability Wind	H/60	Code Limit
Total Gravity	H/60	Code Limit
Total Seismic	H/40	Code Limit

Note - (By Manufacturer) Limits values are based on Metallic's interpretation of serviceability limits as outlined in building code, AISC Design Guide #3, MBMA publications, SBI publications and industry practice. It is the Builder's responsibility to confirm the acceptability of these values with the Architect/Engineer of record for the project.

Note - Code deflection limits are based on the applicable building code, user defined loading and the manufacturer's interpretation of what the minimum value should be.

Note - The material supplied by building manufacturer has been designed with the following minimum deflection criteria. The actual deflection may be less depending upon actual load and member length. The frame sidesway for wind load is based upon a representation of the 10-year Mean Recurrence Interval wind load.

Topography - Escarpments

Does the building lie on the upper half of a hill, ridge, or escarpment?	No
Is this hill, ridge or escarpment unobstructed in any direction by another similar topographic feature within a distance of 100 times its height or 2 miles (1.6 km), whichever is less?	No
Is the hill or escarpment at least twice as tall as any other topographic features within 2 miles (3.21 km)?	No
Does the average slope on the top half of the hill, ridge, or escarpment equal or exceed 20% (11.3%)?	No
Is the height of the hill, ridge or escarpment equal to or greater than 15 feet (4.57 m) for Exposure C or D, or 60ft (18.29 m) for Exposure B?	No

Topographic Effects	
Hill Shape	N/A
1, Horizontal distance of crest to half height of hill or escarpment	N/A
2, Height of Hill or Escarpment	N/A
3, Distance From the Crest to the Building Site	N/A

Geometry, Sidewalls & Endwalls			
lth	50'-0"	Length	50'-0"
<u>A</u>		<u>SWC</u>	
ive Height	14'-0"	Eave Height	14'-0"
of Slope	1.000000 / 12	Roof Slope	1.000000 / 12
stance To Ridge	25'-0"	Distance To Ridge	25'-0"
rts	8.0" - Bypass	Girts	8.0" - Bypass
<u>B</u>		<u>EWD</u>	
ype	Non-Expandable Frame	Type	Non-Expandable Frame
rts	8.0" - Flush	Girts	8.0" - Flush
ser Specified Setback	System Standard 1'-2"	User Specified Setback	System Standard 1'-2"
signed Setback	1'-2"	Designed Setback	1'-2"
lins	8.0" Z	Pregalvanized Secondary	No
? Min Depth	N/A	Hot-Dipped Primary	No
? Max Depth	N/A	Seal Welds	N/A
l Shop Coat	Red		
t Finish	Plated		

ote - Structural paint is intended as a primer. The primers supplied by the Manufacturer are not intended to provide the uniformity of appearance of a finish coat nor to provide added protection if subjected to prolonged exposure. If immediate erection of steel is not possible, it must be protected from exposure to atmospheric and/or environmental conditions that may be detrimental to primer performance. These conditions would include, but not be limited to, prolonged exposure to ultra-violet light resulting in possible fading or spotting or standing water resulting in spotting, peeling or localized surface oxidation. Gray Primer in particular will show rust spots/streaks due to imperfections in the application process and the properties associated with Gray Primers. Primer touch-up due to transit abrasions and/or scratching during loading and unloading and erection is to be expected. Rusting or abrasions on structural members is not subject to customer rejection or claim for touch up. Additional guidelines can be found in the MBMA Commentary, the AISC Code of Standard Practice and the Manufacturer's Standard Specifications.

Bracing			
of	Rod	(EWB to EWD) @ Bays	1
? Bracing Location	N/A		
A	Full Height Portal Frame	(EWB to EWD) @ Bays	1
C	Full Height Portal Frame	(EWD to EWB) @ Bays	2
B	None	(SWC to SWA) @ Bays	N/A
D	None	(SWA to SWC) @ Bays	N/A
lins	Not Allowed		
A Girts	Not Allowed		
C Girts	Not Allowed		
B Girts	Not Allowed		
D Girts	Not Allowed		
ter Flange Braces	Standard		
umn Flange Braces	Standard		
<u>Portal Frames</u>			
<u>N/A</u>		<u>SWC</u>	
od Tiers Above	N/A	Rod Tiers Above	N/A
Max Column Web Depth	60.0000"	Max Column Web Depth	60.0000"
Max Rafter Web Depth	60.0000"	Max Rafter Web Depth	60.0000"
<u>WB</u>		<u>EWD</u>	
od Tiers Above	N/A	Rod Tiers Above	N/A
Max Column Web Depth	N/A	Max Column Web Depth	N/A
Max Rafter Web Depth	N/A	Max Rafter Web Depth	N/A

ote - It may be possible to reduce bracing costs by locating the bracing in a wider bay. If the braced bay is not as wide as it is tall, consider moving the bracing to a bigger bay if feasible.

Spacing		
A Bay Spacing	(EWB-EWD)	2@25'-0"
of Bay Spacing	(EWB-EWD)	2@25'-0"
C Bay Spacing	(EWD-EWB)	2@25'-0"
A Soldier Column Recesses	(EWB-EWD)	N/A
C Soldier Column Recesses	(EWD-EWB)	N/A
B Column Spacing	(SWC-SWA)	50'-0"
D Column Spacing	(SWA-SWC)	50'-0"
B Column Recesses	(SWC-SWA)	0.0", 0.0"
D Column Recesses	(SWA-SWC)	0.0", 0.0"

ote - Negative column recess raises the base of the column above the finished floor.

A Girt Spacings	(Base to Eave)	System Standard	
C Girt Spacings	(Base to Eave)	System Standard	
B Girt Spacings	(Base to Peak)	System Standard	
D Girt Spacings	(Base to Peak)	System Standard	
lin Spacing		System Standard	N/A
igned Purlin Spacings on the Slope - SWA	(Eave to Peak)		2@4'-4 9/16", 3@5'-0 3/16"
igned Purlin Spacings on the Slope - SWC	(Eave to Peak)		2@4'-4 9/16", 3@5'-0 3/16"

ote - Purlin and girt depths, DESIGNED purlin locations, and SYSTEM SPECIFIED girt locations are supplied for reference only, and may be changed at Manufacturer's discretion without notice unless specifically stated otherwise in the "Notes" section of this document.

Frame Groups			
up Number	1 (Clearspan)		
ne Lines	1 to 3		
dened Washers for High Strength Bolts	Yes		
<u>'A</u>		<u>SWC</u>	
olumn	Tapered Allowed	Column	Tapered Allowed
braced To Elevation	N/A	Unbraced To Elevation	N/A
ax Column Web Depth	60.0"	Max Column Web Depth	60.0"
ax Rafter Web Depth	60.0"	Max Rafter Web Depth	60.0"
terior Column Elevation	At Finished Floor	Exterior Column Elevation	At Finished Floor

Roof Panel (2,509 sqft)			
e	PBR	<u>Options</u>	
ckness	N/A	SS Clip Type	N/A
lth	36"	Thermal Blocks	N/A
ge	26	FM-4471 Roof Panel Anchorage	No
or	Galvalume Plus	UL90	No
par Code	N/A	Eave Icing	No
d (KSI)	80	Wide Tape	No
alue	N/A	Additional Hand Crimper	No
sh Warranty	N/A		
<u>tener Information</u>		<u>Weathertightness Warranty</u>	
pe	Self-Drilling	Type	N/A
ad Finish	Long-Life	Term	N/A
ngth	1-1/2"		

ote - Insulation not included unless specified on the Insulation page of this document.

Wall Panel (0 sqft)			
e	None	<u>Options</u>	
ckness	N/A	Reverse Rolled	N/A
th	N/A	Washers	N/A
ge	N/A	Concrete Notch	N/A
or	N/A	Sealed Wall	No
d (KSI)	N/A	Eave Closure	No
sh Warranty	N/A	Rake Closure	No
alue	N/A	Outside Metal EW Closures	N/A
		Foam Tape (If applicable)	No
<u>tener Information</u>			
pe	N/A		
ad Finish	N/A		
ngth	N/A		
ndor	N/A		

Base Condition			
ing	None	Closure	None
t	None		

Trim			
<u>/A Options</u>		<u>SWC Options</u>	
Trim Type	Simple Trim	Trim Type	Simple Trim
Gutter Type	N/A	Gutter Type	N/A
Gutter Type by Design	N/A	Gutter Type by Design	N/A
Additional Gutter Supports	N/A	Additional Gutter Supports	N/A
<u>/B Options</u>		<u>EWD Options</u>	
Trim Type	Rake Trim	Trim Type	Rake Trim
Gutter Type	N/A	Gutter Type	N/A
Gutter Type by Design	N/A	Gutter Type by Design	N/A
Additional Gutter Supports	N/A	Additional Gutter Supports	N/A
<u>Color Selections</u>		Trim Profile	Signature
Trim Color	S200 Polar White	Downspout Type	Press Broke
Trim Valspar Code	PMW1614	All Trim Yield (KSI)	50
Gutter Color	S200 Polar White	* Note - Gutters selected may differ from the Gutters designed.	
Gutter Valspar Code	PMW1614		
Corner	N/A		
Gutters	S200 Standard TBD		
Gutters Valspar Code	N/A		
Downspouts	S200 Standard TBD		
Downspouts Valspar Code	N/A		
Roof to Roof	N/A		
Roof to Wall	N/A		

New Building A - Building A Continued...

Accessories

Open Areas

Open Area	Full Height	Support Beam Included	No	<u>Support Beam</u>
Open Area	SWA	Use Flange Bracing	N/A	
Open Area	1	Distance From Left Steelline	0'-0"	Not by Metallic
Open Area	50'-0"	Distance From Left Column	0'-0"	
Open Area	Full	Shear Wall	No	
Open Area	Wind (Remain Open)	Column Bracing	N/A	
Open Area	N/A	Base Type	N/A	
Open Area	0.000 psf	Include Jamb Flash	Yes	
Open Area	0'-0"	Flash Color	\$200 Standard TBD	
Open Area	0'-0"	Flash Valspar Code	N/A	
Open Area	0'-0"	Open for Wind	100.00 %	
Open Area	No	Liner Panel To Remain	No Liner Found	
Open Area		Insulation To Remain	No	
Open Area	Full Height	Support Beam Included	No	<u>Support Beam</u>
Open Area	EWB	Use Flange Bracing	N/A	
Open Area	1	Distance From Left Steelline	0'-0"	Not by Metallic
Open Area	50'-0"	Distance From Left Column	0'-0"	
Open Area	Full	Shear Wall	No	
Open Area	Wind (Remain Open)	Column Bracing	N/A	
Open Area	N/A	Base Type	N/A	
Open Area	0.000 psf	Include Jamb Flash	No	
Open Area	0'-0"	Flash Color	N/A	
Open Area	0'-0"	Flash Valspar Code	N/A	
Open Area	0'-0"	Open for Wind	100.00 %	
Open Area	No	Liner Panel To Remain	No Liner Found	
Open Area		Insulation To Remain	No	
Open Area	Full Height	Support Beam Included	No	<u>Support Beam</u>
Open Area	SWC	Use Flange Bracing	N/A	
Open Area	1	Distance From Left Steelline	0'-0"	Not by Metallic
Open Area	50'-0"	Distance From Left Column	0'-0"	
Open Area	Full	Shear Wall	No	
Open Area	Wind (Remain Open)	Column Bracing	N/A	
Open Area	N/A	Base Type	N/A	
Open Area	0.000 psf	Include Jamb Flash	Yes	
Open Area	0'-0"	Flash Color	\$200 Standard TBD	
Open Area	0'-0"	Flash Valspar Code	N/A	
Open Area	0'-0"	Open for Wind	100.00 %	
Open Area	No	Liner Panel To Remain	No Liner Found	
Open Area		Insulation To Remain	No	
Open Area	Full Height	Support Beam Included	No	<u>Support Beam</u>
Open Area	EWD	Use Flange Bracing	N/A	
Open Area	1	Distance From Left Steelline	0'-0"	Not by Metallic
Open Area	50'-0"	Distance From Left Column	0'-0"	
Open Area	Full	Shear Wall	No	
Open Area	Wind (Remain Open)	Column Bracing	N/A	
Open Area	N/A	Base Type	N/A	
Open Area	0.000 psf	Include Jamb Flash	No	
Open Area	0'-0"	Flash Color	N/A	
Open Area	0'-0"	Flash Valspar Code	N/A	
Open Area	0'-0"	Open for Wind	100.00 %	
Open Area	No	Liner Panel To Remain	No Liner Found	
Open Area		Insulation To Remain	No	

Insulation

Building Has Insulation No

Notes

- Note: If project contains screw-down roof or wall panels, they may be up to 45'-0" in length (at Manufacturer's discretion) unless otherwise noted. If project contains standing seam panels, they may be up to 53'-0" in length (at Manufacturer's discretion) unless otherwise noted.
- Note: NOTICE: Uniform visual appearance of Galvalume® Plus coated panels cannot be guaranteed. The Galvalume® Plus coating is subject to variances in spangle from coil to coil which may result in a noticeable shade variation in installed panels. The Galvalume® Plus coating is also subject to differential weathering after panel installation. Panels may appear to be different shades due to this weathering characteristic. If uniform visual appearance is required, Manufacturer recommends that our prepainted Signature® 200 or Signature® 300 panels be used in lieu of Galvalume® Plus. Shade variations in panels manufactured from Galvalume® Plus coated material do not diminish the structural integrity of the product. These shade variations should be anticipated and are not a cause for rejection.
- Note: If soil profile other than (D), (4), (SD), (S4) is to be used, the Manufacturer requires a sealed letter or copy of a soils report from a registered design professional stating the soil type to be used in the design of the metal building.
- Note: Any in-plant inspection requirements must be noted on this document, and will be at the Buyer's expense.
- Note: Buyer acknowledges that, although minimum loads may be supplied automatically, it is Buyer's responsibility to determine the intended use of the Metal Building System ordered, its appropriateness for all loads to be encountered, including but not limited to, live load, wind load, snow/ice load, water load, collateral and auxiliary loads, as well as its appropriateness for drainage systems and compliance with the requirements of all governing code bodies, statutory and regulatory agencies.
- Note: All design information provided is preliminary, including but not limited to "Designed", "System Standard" and "Default" design criteria. The Manufacturer will not be responsible for conditions resulting from changes in the final design unless that specific requirement is noted on the Purchase Order.
- Note: Manufacturer's specifications, including welding standards and specifications, are applicable unless specifically described otherwise on this document. If plans, specifications, and/or Buyer's Purchase Order accompany this document, and there is a conflict between those documents and Manufacturer's standard specifications, the Manufacturer's standard specifications shall prevail unless specifically listed on this document. The words "See Attached" do not fulfill this reference requirement.
- Note: The complexity rating is derived from the geometry and accessories input into the builder system. The use of Miscellaneous Adds, Project Notes, or any other modifications can influence this rating. Manufacturer reserves the right to change this rating at any time without notification.
- Note: Anchor Rods are not supplied by Manufacturer unless noted specifically on this document. Embedment length is not designed by Manufacturer.
- Note: All Support Beams (spandrel beams) are designed and priced with the assumption that the beam is located at or within 2'-0" of the top of the open area material and that the open area does not extend above the eave line and/or roofline.
- Note: Buyer is responsible for determining the correct fastener length for use with the insulation used on the project. See the Help file or contact the Manufacturer for documents regarding the proper selection of fasteners, clips and thermal blocks.
- Note: Structural paint is intended as a primer. The primers supplied by the Manufacturer are not intended to provide the uniformity of appearance of a finish coat nor to provide extended protection if subjected to prolonged exposure. If immediate erection of steel is not possible, it must be protected from exposure to atmospheric and/or environmental conditions that may be detrimental to primer performance. These conditions would include, but not be limited to, prolonged exposure to ultra-violet light resulting in possible fading and or spotting or standing water resulting in spotting, peeling or localized surface oxidation. Gray Primer in particular will show rust spots/streaks due to imperfections in the application process and the properties associated with Gray Primers. Primer touch-up due to transit abrasions and/or scratching during loading and unloading and erection is to be expected. Rusting or abrasions on structural members is not subject to customer rejection or claim for touch up. Additional guidelines can be found in the MBMA Commentary, the AISC Code of Standard Practice and the Manufacturer's Standard Specifications.
- Note: The building has been designed as open in accordance with the building code. The addition of wall framing or sheeting on any portion or all of the walls will require that the building be reviewed by a licensed engineer for structural adequacy. Modifications to the building due to the addition of wall framing or sheeting are not part of this pricing.
- Note: Eave Struts, Endrafters and Header members are not designed to sustain transverse wind or seismic loading from masonry/other construction.
- Note: Any quoted delivery schedules are only approximations (Not Guarantees), are rendered as a convenience to the customer, and are subject to variations depending upon Manufacturer's shipment backlog at the time of order placement.
- Note: The manufacturer will not guarantee any level of performance for air infiltration or air barrier performance. Furthermore, the manufacturer will not be responsible for any material or labor costs required to achieve any performance level of air infiltration for any wall or roof assembly or whole-building testing.
- Note: Only drawings noted for "Erector Installation" are to be utilized to set anchor rods or for installation of steel. Drawings labeled for "Permit" and/or "Approval" are not to be used for these purposes.



7 Woodhaven Drive
Colusa, CA 95932
Phone/Fax: (530) 458-5380
E-mail: bnjsconcrete@frontier.com

Estimate

Date	Estimate #
6/13/2017	1046

License #811320

Name / Address
Colusa Unified School Distict 745 Tenth St. Colusa , CA 95932

Project
50x50x14 Pavilion

Description	Total
<p>No Plans provided. Provide a 50'x50' metallic red iron roof only structure with gable roof 14' eve height with a 1" in 12" pitched roof. Roof material will be Galvalume. All panels are 26 Ga. Layout site, Excavate all footings Placement of forms, rebar, hold downs, and concrete will be provided. Concrete slab will be per my engineers plans and will consist of footings piers a 4" slab with #3 bars 18" on center over 2" of crushed rock and vapor barrier. Clean up of all construction materials. Portable facilities included. Erect building and provide all materials equipment and labor. Provide building, slab, erection, and engineering.</p> <p>Utilities can be provided for additional fees Plumbing ,electrical,etc.</p> <p>Foundation work must go on compacted pad or level surface +or- 1/10 of an inch.</p> <p>Pad work and compaction can be provided as well if needed.</p> <p>DSA will not be part of this project per our conversation. If DSA is involved at any time estimate and or contract will be void.</p> <p>My DIR # is 1000036360</p> <p>Bid was based on Prevailing wage.</p>	54,610.00
Total	\$54,610.00



7 Woodhaven Drive
 Colusa, CA 95932
 Phone/Fax: (530) 458-5380
 E-mail: bnjsconcrete@frontier.com

Estimate

Date	Estimate #
6/13/2017	1045

License #811320

Name / Address
Colusa Unified School Distict 745 Tenth St. Colusa , CA 95932

Project
50 x 50 agg pavilion pad

Description	Total
Bring existing grade for new pavilion up to meet height of existing agg building. new height will be 2.5' higher than existing. All new material will be 3/4 AB and compacted to 90% or better. New pad size will be 60'x60' with sloped edges due to height. All material, equipment and labor for this project will be provided by B&J's concrete. No DSA per our conversation. If DSA is involved at any time estimate is void. My DIR # is 1000036360 All work is bid prevailing wage.	14,540.00
Total	\$14,540.00

CONTRACT FOR SERVICES AND GOODS PROVIDED

A contract between Owner and Contractor is made on this date 10-05-2017, between B&J'S CONCRETE, hereinafter Contractor, (General Contractor's License No: 811320) and CUSD hereinafter Owner, the work described in section 1 below shall be performed in accordance with plans, specifications, and other contract documents for the project know as: Installation of gravel building pad.

Section 1. Scope: The contractor shall agree to furnish all labor, materials, equipment, and other facilities required to complete the following work:

- 1) No Plans provided. Provide a 50'x50' metallic red iron roof only structure with gable roof 14' eve height with a 1" in 12" pitched roof. Roof material will be Galvalume. All panels are 26 Ga. Layout site, Excavate all footings Placement of forms, rebar, hold downs, and concrete will be provided. Concrete slab will be per my engineers plans and will consist of footings piers a 4'' slab with #3 bars 18'' on center over 2'' of crushed rock and vapor barrier. Clean up of all construction materials. Portable facilities included. Erect building and provide all materials equipment and labor. Provide building, slab, erection, and engineering.
- 2) Utilities can be provided for additional fee plumbing, electrical, etc.
- 3) Foundation work must go on compacted pad or level surface +or- 1/10 of an inch.
- 4) Pad work and compaction can be provided as well if needed.
- 5) DSA will not be part of this project per our conversation. If DSA is involved at any time estimate and or contract will be void. Any additional labor required due to DSA will be billed at \$85.00 per man hour. Equipment will be billed at local rental rate per day. Materials will be billed at cost plus 25%.
- 6) My DIR # is 1000036360
- 7) Bid was based on Prevailing wage.

Contractor Requirements per CSUD:

- Contractor must possess a valid California Contractor's License.
- Contractor must register with Colusa Unified School District on our CUPCCAA list prior to being awarded any work in our District.

- Effective July 1, 2017 proof of DIR registration is required for all contractors and sub-contractors to work at a school.
- Contractor must provide documentation for Worker's Compensation and Liability insurance.
- Contractor to provide minimum 2 year warrantee on workmanship and materials.
- Contractor responsible for repair of any damaged underground utilities (**that are marked**).
- Contractor is required to secure equipment, materials and maintain a safe work area.
- Contractor is required to sign a CUSD Key agreement for any keys issued.
- Contractor and workers are not allowed around students or teaching staff.
- Construction workers must maintain a level of professionalism, no foul language or inappropriate conduct will be tolerated.
- Colusa Unified School District is a gun, drug, tobacco and alcohol free zone, possession or use of any kind is prohibited on our properties.

Section 2. Price and Payment: The Owner agrees to pay the Contractor **\$54,610.00** for the performance of the work as described in Section 1.

First payment of \$25,000.00 due upon delivery of the building

Second payment of \$17,000.00 due upon completion of concrete foundation.

Final payment of \$12,610.00 due upon completion of building erection.

Section 3. Entire Agreement: This agreement represents the entire agreement between the Owner and Contractor regarding the work described in Section 1, and supersedes any prior written or oral agreements or representations as to that work.

Section 4. Differing Site Conditions: Contractor shall promptly, and before the following conditions are disturbed, notify the Owner in writing of any:

(1) Hazardous Material that, because of its quantity, concentration or physical or chemical characteristics, is deemed by any federal, state or local government authority to pose a present or potential hazard to human health or safety or to the environment, or that the handling of which may subject

Contractor to legal liability.

(2) Subsurface or latent physical conditions at the site materially different from those indicated in the contract documents; or

(3) Unknown physical or other conditions at the site of an unusual nature, materially different from those ordinarily encountered and generally recognized as inherent to work of the character provide for in the contract.

The Owner shall promptly investigate such conditions. If the Owner finds that the worksite conditions do materially differ, or involve Hazardous Materials, the Owner shall make an equitable adjustments in the Contract Price and Contract Time for such work by issuing a change of order.

Section 5. Changes in Work: The work shall be subject to changes by additions, deletions or revisions by the Owner. The Owner shall notify Contractor of such changes by delivery of additional and/or revised drawings, specifications, exhibits or written orders.

Whenever an adjustment in the Contract Price or Contract Time is required because of Owner's change request, differing site conditions, errors in the plans or specifications, or other circumstances beyond the control of the Contractor (including acts of any governmental authority, acts of a public enemy, fire, flood, unusual delay in transportation, abnormal weather conditions, labor disputes, strikes, lack of worksite access, acts of God, natural disasters, or acts of third parties), the Contractor shall submit to the Owner, within a reasonable time, a detailed estimate with supporting calculations and pricing, together with an adjustments to the Contract Price and the Contract Time. Pricing of the adjustment shall be in general accordance with the pricing structure of this contract. However, to the extent that such pricing is inapplicable, cost

of change or the amount of adjustment shall be determined based on the price of the Contractor plus reasonable amounts for overhead and profit.

The Contractor shall not be obligated to perform changes in the work or additional work until the Owner has approved, in writing, the changes to Contract Price and the Contract Time.

Section 6. Suspension of Work: The Contractor, at its option, may suspend work under the contract as a result of the following: (1) Owner's failure to timely pay sums due to the Contractor, until such payments are made (2) a dispute over payment for extra work, differing site conditions, changes by Owner or other circumstances beyond Contractor's control if such circumstances will cause the Contractor to suffer substantial financial hardship if Contractor is required to continue the work; or (3) Owner's failure to provide Owner's ability to pay Contractor for the work remaining to be performed by Contractor.

Any suspension of work under this contract will also suspend the progress and completion dates set forth in Section 4.

Section 7. Inspection of Work: The Contractor shall make the work accessible at all reasonable times for inspection by the Owner. The Contractor shall inspect all material and equipment delivered to the job site by others to be used or incorporated in the Contractor's work.

Section 8. Site Access and Rights of Way: The Owner shall provide, no later than the date when needed by the Contractor, all necessary access to the site or sites upon which the Work is to be performed, including convenient access to the sites or sites and any other site or sites designated in the Contract Documents for use by the Contractor. Any delay in providing such access shall entitle the Contractor to an equitable adjustment in the Contract Price and the Contract

Time.

Section 9. Permits, Licenses and Regulations: No permits required per Terry Biladeau CSUD. Unless otherwise provided, the Owner shall secure and pay for all permits, licenses and easements for permanent structures or permanent changes in existing facilities.

The Contractor shall give all notices and comply will all laws, ordinances, rules and regulations bearing on the performance of the work. If the Contractor observes that drawings, specifications or other Contract Documents are at variance with such laws, ordinances, rules and regulations, the Contractor shall promptly notify Owner of such variance. If any such variances result in any necessary changes in the work, then Contractor shall be entitled to an equitable adjustment to the Contractor Price or Contractor Time.

Section 10. Insurance: The Contractor shall, at its expense, procure and maintain insurance of its operations under this contract consisting of the following coverage:

- (1) Worker's Compensation and Employee Liability Insurance: State Fund Policy # 1759381 expires 10-01-2018
- (2) Commercial General Liability Insurance covering Contractor's operations. Sent to you via email and hard copy.

Section 11. State License Board:

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT IS FILED WITHIN FOUR YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MAY BE FILED 10 YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTOR'S STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CALIFORNIA 95826.

STATE LAW REQUIRES ANYONE WHO CONTRACTS TO DO CONSTRUCTION TO BE LICENSED BY THE CONTRACTORS' STATE LICENSING BOARD IN THE LICENSE CATEGORY IN WHICH THE CONTRACTOR IS GOING TO BE WORKING

- IF THE TOTAL PRICE OF THE JOB IS \$500 OR MORE (INCLUDING LABOR AND MATERIALS).

LICENSED CONTRACTOR ARE REGULATED BY LAWS DESIGNED TO PROTECT THE PUBLIC. IF YOU CONTRACT WITH SOMEONE WHO DOES NOT HAVE A LICENSE, THE CONTRACTOR'S STATE LICENSE BOARD MAY BE UNABLE TO ASSIST YOU WITH A COMPLAIN. YOUR ONLY REMEDY AGAINST AN UNLICENSED CONTRACTOR MAY BE IN CIVIL COURT, AND YOU MAY BE LIABLE FOR DAMAGES ARISING OUT OF ANY INJURIES TO THE CONTRACTOR OR HIS OR HER EMPLOYEES.

YOU MAY CONTACT THE CONTRACTOR'S STATE LICENSE BOARD TO FIND OUT IF THIS CONTRACTOR HAS A VALID LICENSE. THE BOARD HAS COMPLETE INFORMATION ON THE HISTORY OF LICENCED CONTRACTORS, INCLUDING ANY POSSIBLE SUSPENSIONS, REVOCATIONS, JUDGEMENTS AND CITATIONS. THE BOARD HAS OFFICES THROUGHOUT CALIFORNIA. PLEASE CHECK THE GOVERNMENT PAGES OF THE WHITE PAGES FOR THE OFFICE NEAREST YOU OR CALL 1-800-321-CSLB FOR MORE INFORMATION.

Dated: _____

Dated: _____

OWNER:

CONTRACTOR:

By _____

By: _____

B&J's Concrete

CONTRACT FOR SERVICES AND GOODS PROVIDED

A contract between Owner and Contractor is made on this date 10-05-2017, between B&J'S CONCRETE, hereinafter Contractor, (General Contractor's License No: 811320) and CUSD hereinafter Owner, the work described in section 1 below shall be performed in accordance with plans, specifications, and other contract documents for the project know as: Installation of gravel building pad.

Section 1. Scope: The contractor shall agree to furnish all labor, materials, equipment, and other facilities required to complete the following work:

(1) Bring existing grade for new pavilion up to meet height of existing ag building. New height will be 2.5' higher than existing. All new material will be 3/4 AB and compacted to 90% or better. New pad size will be 60'x60' with sloped edges due to height. All material, equipment and labor for this project will be provided by B&J's concrete. No DSA per our conversation. If DSA is involved at any time estimate is void. Any addition labor will be performed at \$85 per man hour. Equipment will be charged out at local rental rates per day. All materials will be cost plus 25%. My DIR # is 1000036360

All work is bid prevailing wage. One payment; in the amount of \$14,540.00 will be due upon completion of pad.

Contractor Requirements per CSUD:

- Contractor must possess a valid California Contractor's License.
- Contractor must register with Colusa Unified School District on our CUPCCAA list prior to being awarded any work in our District.
- Effective July 1, 2017 proof of DIR registration is required for all contractors and sub-contractors to work at a school.
- Contractor must provide documentation for Worker's Compensation and Liability insurance.
- Contractor to provide minimum 2 year warrantee on workmanship and materials.
- Contractor responsible for repair of any damaged underground utilities (**that are marked**).
- Contractor is required to secure equipment, materials and maintain a safe work area.

- Contractor is required to sign a CUSD Key agreement for any keys issued.
- Contractor and workers are not allowed around students or teaching staff.
- Construction workers must maintain a level of professionalism, no foul language or inappropriate conduct will be tolerated.
- Colusa Unified School District is a gun, drug, tobacco and alcohol free zone, possession or use of any kind is prohibited on our properties.

Section 2. Price and Payment: The Owner agrees to pay the Contractor **\$14,540.00** for the performance of the work as described in Section 1.

Section 3. Entire Agreement: This agreement represents the entire agreement between the Owner and Contractor regarding the work described in Section 1, and supersedes any prior written or oral agreements or representations as to that work.

Section 4. Differing Site Conditions: Contractor shall promptly, and before the following conditions are disturbed, notify the Owner in writing of any:

(1) Hazardous Material that, because of its quantity, concentration or physical or chemical characteristics, is deemed by any federal, state or local government authority to pose a present or potential hazard to human health or safety or to the environment, or that the handling of which may subject Contractor to legal liability.

(2) Subsurface or latent physical conditions at the site materially different from those indicated in the contract documents; or

(3) Unknown physical or other conditions at the site of an unusual nature, materially different from those ordinarily encountered and generally recognized as inherent to work of the character provide for in the contract.

The Owner shall promptly investigate such conditions. If the Owner finds that the worksite conditions do materially differ, or involve Hazardous Materials, the Owner shall make an

equitable adjustments in the Contract Price and Contract Time for such work by issuing a change of order.

Section 5. Changes in Work: The work shall be subject to changes by additions, deletions or revisions by the Owner. The Owner shall notify Contractor of such changes by delivery of additional and/or revised drawings, specifications, exhibits or written orders.

Whenever an adjustment in the Contract Price or Contract Time is required because of Owner's change request, differing site conditions, errors in the plans or specifications, or other circumstances beyond the control of the Contractor (including acts of any governmental authority, acts of a public enemy, fire, flood, unusual delay in transportation, abnormal weather conditions, labor disputes, strikes, lack of worksite access, acts of God, natural disasters, or acts of third parties), the Contractor shall submit to the Owner, within a reasonable time, a detailed estimate with supporting calculations and pricing, together with an adjustments to the Contract Price and the Contract Time. Pricing of the adjustment shall be in general accordance with the pricing structure of this contract. However, to the extent that such pricing is inapplicable, cost of change or the amount of adjustment shall be determined based on the price of the Contractor plus reasonable amounts for overhead and profit.

The Contractor shall not be obligated to perform changes in the work or additional work until the Owner has approved, in writing, the changes to Contract Price and the Contract Time.

Section 6. Suspension of Work: The Contractor, at its option, may suspend work under the contract as a result of the following: (1) Owner's failure to timely pay sums due to the Contractor, until such payments are made (2) a dispute over payment for extra work, differing site conditions, changes by

Owner or other circumstances beyond Contractor's control if such circumstances will cause the Contractor to suffer substantial financial hardship if Contractor is required to continue the work; or (3) Owner's failure to provide Owner's ability to pay Contractor for the work remaining to be performed by Contractor.

Any suspension of work under the this contract will also suspend the progress and completion dates set forth in Section 4.

Section 7. Inspection of Work: The Contractor shall make the work accessible at all reasonable times for inspection by the Owner. The Contractor shall inspect all material and equipment delivered to the job site by others to be used or incorporated in the Contractor's work.

Section 8. Site Access and Rights of Way: The Owner shall provide, no later than the date when needed by the Contractor, all necessary access to the site or sites upon which the Work is to be performed, including convenient access to the sites or sites and any other site or sites designated in the Contract Documents for use by the Contractor. Any delay in providing such access shall entitle the Contractor to an equitable adjustment in the Contract Price and the Contract Time.

Section 9. Permits, Licenses and Regulations: No permits required per Terry Biladeau CSUD. Unless otherwise provided, the Owner shall secure and pay for all permits, licenses and easements for permanent structures or permanent changes in existing facilities.

The Contractor shall give all notices and comply will all laws, ordinances, rules and regulations bearing on the performance of the work. If the Contractor observes that drawings, specifications or other Contract Documents are at variance with such laws, ordinances, rules and regulations, the

Contractor shall promptly notify Owner of such variance. If any such variances result in any necessary changes in the work, then Contractor shall be entitled to an equitable adjustment to the Contractor Price or Contractor Time.

Section 10. Insurance: The Contractor shall, at its expense, procure and maintain insurance of its operations under this contract consisting of the following coverage:

- (1) Worker's Compensation and Employee Liability Insurance: State Fund Policy # 1759381 expires 10-01-2018
- (2) Commercial General Liability Insurance covering Contractor's operations. Sent to you via email and hard copy.

Section 11. State License Board:

CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTOR'S STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT IS FILED WITHIN FOUR YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MAY BE FILED 10 YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTOR'S STATE LICENSE BOARD, P.O. BOX 26000, SACRAMENTO, CALIFORNIA 95826.

STATE LAW REQUIRES ANYONE WHO CONTRACTS TO DO CONSTRUCTION TO BE LICENSED BY THE CONTRACTORS' STATE LICENSING BOARD IN THE LICENSE CATEGORY IN WHICH THE CONTRACTOR IS GOING TO BE WORKING - IF THE TOTAL PRICE OF THE JOB IS \$500 OR MORE (INCLUDING LABOR AND MATERIALS).

LICENSED CONTRACTOR ARE REGULATED BY LAWS DESIGNED TO PROTECT THE PUBLIC. IF YOU CONTRACT WITH SOMEONE WHO DOES NOT HAVE A LICENSE, THE CONTRACTOR'S STATE LICENSE BOARD MAY BE UNABLE TO ASSIST YOU WITH A COMPLAIN. YOUR ONLY REMEDY AGAINST AN UNLICENSED CONTRACTOR MAY BE IN CIVIL COURT, AND YOU MAY BE LIABLE FOR DAMAGES ARISING OUT OF ANY INJURIES TO THE CONTRACTOR OR HIS OR HER EMPLOYEES.

YOU MAY CONTACT THE CONTRACTOR'S STATE LICENSE BOARD TO FIND OUT IF THIS CONTRACTOR HAS A VALID LICENSE. THE BOARD HAS COMPLETE INFORMATION ON THE HISTORY OF LICENCED CONTRACTORS, INCLUDING ANY POSSIBLE SUSPENSIONS, REVOCATIONS, JUDGEMENTS AND

CITATIONS. THE BOARD HAS OFFICES THROUGHOUT CALIFORNIA. PLEASE
CHECK THE GOVERNMENT PAGES OF THE WHITE PAGES FOR THE OFFICE
NEAREST YOU OR CALL 1-800-321-CSLB FOR MORE INFORMATION.

Dated: _____

Dated: _____

OWNER:

CONTRACTOR:

By _____

By: _____

B&J's Concrete