

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

April 21, 2015

4:00 p.m. Open Session with Closed Session to Follow

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

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

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

4:00 P.M. OPEN SESSION

- A. Call to Order
- B. Pledge of Allegiance
- C. Action Item:
 - 1. Action to Grant Permanent Status at the beginning of the 2015-2016 school year to Jennifer Barbee, Ashley Martinez, Socorro Vargas, Christina Bailey, Heather Hamilton, Melissa Williamson, Debrah Reid, Ashley Csicsery and Mitchell Nail.
- D. Reception for Newly Tenured Teachers

E. **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.

F. **Hearing of Public for items not on the Agenda**

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

G. **Reports:**

- 1. Student's Report – Jordan Helmer
- 2. Recognitions & Celebrations
- 3. President's Report
 - a. Board of Trustee Time – *this is the time for individual Trustees to report on their Committee's activities and to specify any items they would like to see on the agenda for the next meeting*
 - 1. CRAF – Charles Yerxa
 - 2. Friends of Music – Terry Bressler
 - 3. Friends of Ag – Kelli Griffith-Garcia & Kathie Whitesell

4. SELPA – Terry Bressler & Kathie Whitesell
5. Grounds – Lincoln Forry & Terry Bressler

4. Superintendent's Report
 - a. Improving Achievement (*standing item*)
 1. LCAP Progress Update
 - b. Management (*standing item*)
 1. Update on MOT Director Search
 2. Update on Bond Activities – CPM Report
 3. Discuss possible June Board Retreat
 - c. Budget (*standing item*)
 1. Budget Update
 2. Report on Bond Sale
 3. Enrollment
 5. Principal's Report (*standing item*) – Jody Johnston: Math Curriculum Material Adoption Process Review
- H. CSEA (California School Employees Assn.) Representative's Report
- I. CEA (Colusa Educators Association) Representative's Report
- J. Information/Discussion/Possible Action Items
1. Consider approval of Hazmat Agreement
 2. Discussion of Draft Project Scope and Developer Fee Fund Use
 3. Summary of Bidding Results and Financing Costs Provided to District Board by District Staff, pursuant to Education Code 15146
 4. Consider Approval of Out of State Travel for CHS Volleyball (July 2015)
 5. Consider Approval of Tri County Induction Program (TCIP)
 6. Consider Approval of Injury Illness Prevention Program
 7. Determine Date and Time for June Board Meeting for Budget Adoption
 8. Consider Approval of Zion Bank Good Faith Deposit Custodial Agreement
 9. Authorization to Offer Incentives for Hard to Fill Teaching Positions
 10. Resolution #2014-15.11 – Approval of Seniority List
 11. Resolution #2014-15.12 – Reduction in Classified Staff Due to Lack of Work
 12. Resolution #2014-15.13 – Education Protection Account
- K. Motion to Approve Items on the Consent Action Agenda
1. Consider Approval of Consent Agenda: Regular and Customary Business Items:
 - a. February 10, 2015 – Regular Meeting Minutes
 - b. March 12, 2015 – Special Meeting Minutes
 - c. March 17, 2015 – Regular Meeting Minutes
 - d. March 20, 2015 – Special Meeting Minutes
 - e. March Payroll
 - f. Personnel Assignment Order #2014-2015 #8
 - g. Associated Student Body Fund
 - h. Williams Uniform Complaint Quarterly Report for January 1, 2015 – March 31, 2015
 - i. 15-16 Contract for Vision Screening
 - j. 2013-2014 School Accountability Report Card for Burchfield Primary School

- k. 2013-2014 School Accountability Report Card for Egling Middle School
 - l. 2013-2014 School Accountability Report Card for Colusa High School
 - m. 2013-2014 School Accountability Report Card for Colusa Alternative Home School
 - n. 2013-2014 School Accountability Report Card for Colusa Alternative High School
 - o. Warrants: Batch # 34-38
- L. Hearing of Public for Matters on Closed Session Agenda
- M. Adjourn to Closed Session to consider and/or take action upon any of the following items:
 - 1. Student Matters:
 - a. Out-of-School Suspensions (*Standing item-information*)
 - b. Inter-District Transfers (*Standing item-information*)
 - c. Senior Class Attendance
 - 2. Personnel Matters:
 - a. Public Employee Discipline/Dismissal/Release/Resignations
- N. Reconvene Open Session
- O. Adjournment of the Meeting

Memorandum

To: Dwayne Newman, Superintendent
From: Steven McGuckin, AIA
CUSD Measure A Bond Program Manager
Date: April 21, 2015
Subject: Measure A Bond Program Progress Update #1
For April 21, 2015 Board Meeting

This memorandum is to provide a progress update on Colusa Unified School District's Measure A Bond Program and the development of an Implementation Plan.

The District and its Program Management team have been very active since the Board executed the Program Management Services services agreement with Capital Program Management (CPM) on February 10, 2015. Many site walks have been conducted by CPM to review existing conditions and to evaluate project scopes and needs as described in the Bond Measure language and District's Facilities Needs Assessment. The Team is continuing to review, assess, validate costs, develop scope, and project priorities that will be the basis for the Implementation Plan that will be presented to the Board on May 19, 2015.

The following narrative describes specific tasks and assignments that are currently underway or have been completed:

1. Design Professional Services Selection

The District conducted a publically advertised Request for Qualifications (RFQ) process and received responses from eleven (11) Architectural firms. CPM reviewed the responses and five (5) firms were selected for interviews. The interview panel consisted of Kathie Whitesell, Board of Trustees; Duane Newman, Superintendent; Sheryl Parker, CBO; Jim LaGrone, MOT Director; and Steven McGuckin, CPM. The interview panel recommended and the Board approved during its March 17, 2015 Board meeting the selection of two (2) firms: Architectural Nexus and Synthesis Partners, Inc.

Project assignments will follow the Board's approval of the recommended projects identified in the Implementation Plan. We anticipate bringing project specific Agreements to the Board for consideration at the June Board meeting.

2. Hazardous Material Assessment Services Selection

The District conducted a publically advertised Request for Qualifications and Proposal (RFQ/P) process and received responses from four (4) firms. CPM reviewed the responses and discussed their recommendations with District Staff who concurred with the evaluation and selection. On tonight's Board agenda is a recommendation to accept and execute the services agreement with Entek Consulting Group. The onsite assessments work will be performed late April to early May.

3. Lease Leaseback Construction Services Selection

CPM presented to the Board on March 17, 2015, an overview of construction delivery methods (Design/Bid/Build, Design Build, and Lease Leaseback) available for school projects and discussed the merits of each type of procurement. Following the presentation, the Board took action and approved the selection of Lease Leaseback for major projects that can benefit from this delivery method.

The District is currently underway with a Request for Qualifications and Proposal (RFQ/P) process for Lease Leaseback services. Responses are due on April 22, 2015 and we anticipate bringing a recommendation to the Board for consideration at the May 19, 2015 Board meeting.

4. Citizens' Bond Oversight Committee

The Measure A Citizens' Bond Oversight Committee (CBOC) has convened and held two (2) meetings. District staff, Governmental Financial Strategies, Inc (GFS), and CPM facilitated and participated in the meetings by providing an overview of history, background, mission, status of future bond sales, expenditure review, and requirements for the annual report to the Board. The CBOC discussed consensus decision-making, established rules of order, and selected Larry Yeghoian as Chair.

The next meeting is scheduled for May 21, 2015 and the agenda will include a review of the Board approved Implementation Plan to confirm that specific projects, budgets, and expenditures are feasible and efficient prior to the initiation of bond projects. There will also be a training exercise on understanding how the financial activity reports are organized, how cost are tracked, and expenditures reconciled.

5. Prop 39 California Clean Energy Jobs Act

The District was offered a no cost energy audit through the California Energy Commission's (CEC) Bright Schools program and a site assessment of the elementary, middle and high school was conducted by the vendor, Digital Energy, on March 17th and 18th. CPM accompanied the team along with District representatives Jim LaGrone and Nick Schantz. The energy audit will serve as a high level assessment of the District's existing facilities, HVAC equipment, and lighting by analyzing recent utility usage, benchmarking the properties, and proposing energy efficiency projects that could be pursued for Prop 39 funding.

The audit report will be available in late April and the information will assist in preparing a draft energy expenditure plan for consideration by the District. It is also anticipated that most, if not all, of the projects will be incorporated in to the Measure A Bond projects.

7. Bond Accounting

CPM met with the Sheryl Parker to discuss project accounting requirements for project management, reconciliation with District's accounting system, and use of object codes for tracking and reporting purposes to the CBOC.

6. Implementation Plan

During tonight's Board meeting, CPM will provide an overview of the efforts to date, discuss the conceptual master program budget (funding, soft cost and construction cost projections), present staff recommendations on project prioritization, likely project scenarios, and schedules.



**Board Meeting Action Item – Approval of Professional Hazardous Material Abatement
Consultation Services Agreement**

April 21, 2015

Approval of Hazardous Material Agreement for providing US EPA NESHAP asbestos inspections, lead in paint inspections and other hazardous materials inspections at school sites in preparation of facilities improvement projects planned for the school district.

The District conducted a publically advertised Request for Qualification and Proposal (RFQ/P) process and received responses from four (4) firms. Staff reviewed the responses, negotiated the Agreement for services, and is recommending the selection and approval of Entek Consulting Group, Inc. The Agreement provides a not-to-exceed fee estimate of \$51,385.00, and the services will be performed over the next few months. The funding source for the Agreement will be pay with Measure A Bond Funds (Fund 21) and expended in Fiscal Years 2014-2015 and 2015-2016.

The asbestos inspection will be conducted by a Cal/OSHA Certified Asbestos Consultant (CAC) in accordance with the US EPA NESHAP requirements for renovation and demolition purposes and will include all suspect building materials associated with the interior and exterior of the buildings. The asbestos inspections will also be provided to bring the school district into full compliance with the US EPA AHERA regulations for sampling suspect materials.

The inspection for lead in the paint will be conducted by a California Department of Public Health Certified Lead Inspector/Assessor for compliance with Cal/OSHA Title 1532.1 Lead in Construction.

AGREEMENT

Between

Colusa Unified School District

And

Entek Consulting Group, Inc.

For

**Professional Hazardous Material
Abatement Consultation Services**

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COLUSA UNIFIED SCHOOL DISTRICT

Professional Hazardous Material Abatement Consultation Services

THIS AGREEMENT, made in three copies on April 21, 2015 by and between Colusa Unified School District, California, hereinafter called the Owner, and Entek Consulting Group, Inc., hereinafter called the Consultant.

Owner desires to retain the Consultant for professional hazardous material abatement consultation to provide the following services: perform hazardous materials assessments; material testing; preparation of exhibits to bid specifications identifying: asbestos abatement and handling procedures, lead-based paint removal and surface preparation procedures, PCB ballast/fluorescent light tube handling procedures. On-site inspection during construction of abatement work and abatement subcontractor contract closeout services will be performed under a separate Agreement.

ARTICLE 1. DEFINITIONS

A. OWNER: The Colusa Unified School District.

B. CONSULTANT: Entek Consulting Group. The organization providing those professional services associated with the handling and abatement of hazardous materials as described in Article 2.

C. OWNER'S PROJECT MANAGERS – Capital Program Management, Inc. (PM): The agent appointed by Owner as Owner's representative(s) to provide overall project management during the design and construction phases of the Project.

D. ARCHITECT-ENGINEER (A-E): The organization providing those professional design services associated with construction, alteration, or repair of real property.

E. CONTRACTOR: The construction contractor who receives the contract award for construction of the Project, as defined below.

OR

E. ENTITY: The Lease-Leaseback Entity that is hired to provide preconstruction services and is anticipated to build the Project under a Facilities Lease per Education Code section 17406, *et seq.*

F. PROJECT: Professional hazardous material abatement consulting services at District facilities.

ARTICLE 2. BASIC AND ADDITIONAL SERVICES OF THE CONSULTANT

A. A full description of the Consultant's Basic and Additional Services are described in Exhibit "B" to this Agreement, incorporated herein by reference.

ARTICLE 3. INDEPENDENT CONTRACTOR

A. Consultant shall, as part of the basic professional services, furnish, at its expense, the services of other necessary design professionals acceptable to the Owner, properly skilled and licensed in the various aspects of environmental consulting and laboratory analysis. Consultant shall be responsible to Owner for the acts and omissions of its employees, sub-consultants, and their agents and employees, and other persons performing any of the work under this Agreement.

B. Consultant shall be an independent contractor, and neither Consultant nor any employee of Consultant or its sub-consultants shall be deemed to be an employee of Owner, and are not entitled to benefits of any kind or nature provided by Owner to its employees, including, but not limited to, State Unemployment Compensation or Worker's Compensation.

C. Consultant shall neither assign its right nor delegate its duties under this Agreement without prior written consent of Owner. This prohibition of assignment and delegation extends to all assignments and delegations that lawfully may be prohibited by agreement. Consultant shall not subcontract any of the work to be performed or services to be rendered without the prior consent of Owner. Neither amendments to nor modifications of this Agreement shall be effective unless signed by officials of Consultant and Owner having authority equal to or greater than that of the officials signing this Agreement.

D. Consultant affirms that, to the best of its knowledge, there exists no actual or potential conflict between family, business, or financial interests of Consultant and services under this Agreement. In the event of change in either interests or services under this Agreement, Consultant affirms that it will raise with the Owner any question regarding possible conflict of interest which may arise as a result of such change.

E. At its sole cost and expense, Consultant shall give all notices and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority bearing on the performance of its work, including those relating to safety, hazardous materials, and equal employment opportunities; obtain all permits and licenses necessary for performance of its work; pay all local, state, and federal taxes associated with its work; and pay all benefits, insurance, taxes, and contributions for Social Security and Unemployment which are measured by wages, salaries, or other remuneration paid to Consultant's employees. In addition, Consultant affirms that it has complied with all applicable Department of Industrial Relations (DIR) contractor regulations. Upon Owner's request, Consultant shall furnish evidence satisfactory to Owner that any or all of the foregoing obligations have been fulfilled.

F. Consultant accepts the relationship of trust and confidence established between Owner and Consultant by this Agreement. Consultant represents that it is fully familiar with the statutes, regulations, structural and environmental restrictions, and requirements applicable to public school construction. Consultant will exercise its best professional efforts so that all of its work will conform thereto, and will exercise its best skill and judgment and will cooperate with any contractor also employed by Owner in connection with the Project. Consultant agrees to perform its work with the skill and judgment of a prudent school Environmental Consultant practicing in California and in an expeditious and economical manner consistent with the interests of Owner.

ARTICLE 4. EXTRA SERVICES OF THE CONSULTANT

A. The following services, if necessitated by unusual circumstances and through no fault or neglect on the part of Consultant or its sub-consultants, shall be paid for by the Owner, as provided in Article 6. Additional compensation for Extra Services shall be conditioned upon prior receipt of formal written notice from Owner to perform the work as Extra Services.

1. Preparation of additional plans or specifications in order to satisfy the requirements of the applicable public agency, provided that the requirement for these additional documents is the result of changes in policy mandated after completion of the Construction Documents, and that the extra work is not contributed to by the negligence of Consultant.

2. If directed by the Owner, the employment of special consultants, and overtime work by Consultant's employees.

3. Revisions when inconsistent with approvals or instructions previously given by the Owner.

4. Services related to contractor defaults or claims.

5. Expert witness or professional services relating to hearings or other legal proceedings.

B. In no event shall Consultant be entitled to receive compensation for Extra Services if required as a result of Consultant's or its sub-consultants' negligent acts, errors, omissions, or failure to perform in accordance with this Agreement.

ARTICLE 5. THE OWNER'S RESPONSIBILITIES

A. The Owner shall make available all as-built drawings of existing structures.

B. The Owner shall furnish all available material test results and AHERA reports.

C. The Owner shall furnish all legal advice and services required for the Project.

D. The Owner shall notify Consultant of administrative procedures required and name a representative authorized to act in its behalf. The Owner shall promptly render decisions pertaining thereto to avoid unreasonable delay in the progress of the Project.

ARTICLE 6. CONSULTANT COMPENSATION

A. Compensation for Basic Services: The Owner shall compensate the Consultant for performing the Basic Services described in Article 2, within timeframes established in Article 8 as follows:

1. A fee currently estimated not-to-exceed Fifty-One Thousand Three Hundred Eighty-Five and NO/100 Dollars (\$51,385.00) to be paid as provided in Article 6 Paragraph B, below, and in Exhibit "A" to this Agreement, incorporated herein by reference. This total is only an estimate and actual amount of effort necessary may require additional compensation. To the extent this amount may be exceeded, the additional amount will be addressed under an Amendment to this Agreement and Consultant shall not be obligated to provide further services if the Agreement's not-to-exceed amount is reached and the Owner does not enter into an Amendment authorizing additional compensation. The Consultant shall keep the Owner informed on a monthly basis on the status of the remaining Agreement balance and will prepare for the Owner's consideration an Amendment as may be necessary to augment the fee budget.

2. Included in the aforementioned fee are costs related to preparation, research, travel time, report preparation, onsite investigations and sampling. Per Diem, hotel, and other travel costs are not included and will be reimbursed at cost only upon pre-approval in writing from the Owner. Other expenses will be reimbursed as provided in Exhibit "A" to this Agreement.

B. Payment:

1. The Consultant will submit an invoice monthly to the Owner for the fee and any pre-approved reimbursable expenses incurred for the billing period. The Owner shall make payment to the Consultant of one hundred percent (100%) of the approved invoiced amount within thirty (30) days of the Owner's receipt of the invoice. In the case of a dispute of any invoiced amount, Owner will pay any undisputed amount.

2. In calculating the amount owing to Consultant for Extra Services under Article 4, the parties agree as follows:

a. Consultant shall maintain the same rate and fee schedule per Exhibit "A".

- b. Consultant shall maintain the same at cost direct billings for pre-approved expenses.

ARTICLE 7. DEFAULT AND TERMINATION OF AGREEMENT

A. Termination

1. This Agreement may be terminated in whole or in part in writing by either party in the event of substantial failure by the other party to fulfill its obligations under this Agreement through no fault of the terminating party; provided that no such termination may be effected unless the non-terminated party is given:

- a. Written notification (delivered by certified mail) that the non-terminated party is in material breach of the contract and the notification specifies the breach.

- b. Seven (7) calendar days to cure the breach.

- c. An opportunity for consultation with the terminating party prior to the termination.

- d. Termination notification (delivered by certified mail) that the breach has not been cured and providing an additional seven (7) calendar days prior to termination.

2. This Agreement may be terminated in whole or in part in writing by the Owner for its convenience; provided the Consultant is given i) not less than ten (10) days written notice (delivered by certified mail) of intent to terminate and ii) an opportunity for consultation with the Owner prior to termination. In the event of notice of termination, the Consultant shall take reasonable measures to mitigate termination expenses.

3. If termination pursuant to Article 7 Paragraph A.1 is effected by the Owner, the Consultant will be paid for work actually performed to the reasonable satisfaction of the Owner. If termination pursuant to Article 7 Paragraph A.1 is effected by the Consultant or if termination pursuant to Article 7 Paragraph A.2 is effected by the Owner, the Consultant shall be entitled to an equitable adjustment in compensation. The equitable adjustment for any termination shall be a payment to the Consultant for services rendered and expenses incurred prior to the termination, as well as termination expenses reasonably incurred by the Consultant and approved by Owner, which shall be defined as those direct costs arising prior, during and subsequent to termination that are directly attributable to the termination of the Program.

4. Upon receipt of a termination notice pursuant to Article 7 Paragraph A.1 or expiration of the notice period under Article 7 Paragraph A.2, the Consultant shall i) promptly discontinue all services affected (unless the notice directs otherwise), and ii) deliver or otherwise make available to the Owner all data, documents, procedures, reports, estimates, summaries, and such other information and materials as may have been accumulated by the Consultant in performing this Agreement, whether completed or in process.

5. If, after termination for failure of the Consultant to fulfill contractual obligations, it is determined that the Consultant had not so failed, the termination shall be deemed to have been effected for the convenience of the Owner. In such event, adjustment for the compensation provided for in this Agreement shall be made as provided in Article 7 Paragraph A.3 for termination for the convenience of the Owner.

B. Suspension

1. The Owner may in writing order the Consultant to suspend all or any part of the Professional Services for the Project for the convenience of the Owner or for Project delay work stoppage beyond the control of the Owner or the Consultant. If the performance of all or any part of the Services for the Project is so suspended, an adjustment in the Consultant's compensation shall be made for the increase, if any, in the cost of the Consultant's performance of this Agreement caused by such suspension, upon mutual agreement of the parties, and this Agreement shall be modified in writing.

2. If the Project is suspended by the Owner for more than three (3) months, the Consultant shall be paid compensation for Services performed prior to receipt of written notice from the Owner of the suspension, together with direct expenses then due and all expenses and costs directly resulting from the suspension upon mutual agreement of the parties. If the Project is resumed after being suspended for more than six (6) months, the Consultant shall have the option of requiring that its compensation, including rates and fees, be renegotiated, and Owner shall have the option to accept such renegotiations or deem the Agreement terminated. Subject to the provisions of this Agreement relating to termination, a suspension of the Project does not void this Agreement.

ARTICLE 8. PERFORMANCE TIME SCHEDULE

A. Time is of the essence with respect to the performance of every provision of this Agreement. Consultant shall commence work immediately upon receipt of a fully executed copy of this Agreement and shall complete each portion of the work within the shortest reasonable time thereafter and in conformance with Owner's Program Schedule. Consultant shall, within one (1) calendar week after receipt of this Agreement, fully execute, prepare, and submit to PM a schedule showing the order in which the work will be performed. Dates are to

be indicated on which the several salient features of work will be started, as well as estimated dates for completion of each phase barring delays caused by conditions beyond the reasonable control of Consultant. The schedule shall reflect completion within the milestones indicated in the Owner's program schedule.

B. Consultant's Schedule shall be in the form of a progress chart, at suitable scale, indicating with symbols the percentage estimated to be completed at any specific time. Consultant shall correct and update the progress schedule at the end of each month and shall immediately deliver three copies to the Owner.

C. In the event Consultant fails to perform any of its obligations, as required by this Agreement, or by the Project schedule, or by applicable laws or regulations, and thereby delays the Project, Consultant shall be liable to Owner for any and all damages caused Owner thereby. This remedy shall be in addition to, and not in derogation of, the Owner's other rights and remedies relating to Consultant's default, whether under this Agreement or applicable law.

ARTICLE 9. ACCOUNTING RECORDS OF THE CONSULTANT

A. Records of Consultant's direct personnel and reimbursable expenses pertaining to any Extra Services on this Project and records of accounts between the Owner and Contractor shall be kept on a generally recognized accounting basis and shall be available to the Owner or its authorized representative at mutually convenient times.

ARTICLE 10. INSURANCE TO BE CARRIED BY CONSULTANT

A. Consultant shall procure and maintain insurance on all of its operations during the progress of its work on the Project, with reliable insurance companies approved by the State of California Department of Insurance and with a Bests' rating of no less than (A -) Level VII, on forms acceptable to Owner, for the following minimum insurance coverages:

1. Workers' Compensation insurance and occupational disease insurance, as required by the State of California, with Statutory Limits, and employer's liability insurance, with minimum limits of \$1,000,000 per accident for bodily injury or disease, covering all workplaces involved in this Agreement.

2. Commercial general liability insurance, with limits of not less than as indicated in either (1) or (2) as follows: (1) Bodily Injury Liability - \$1,000,000 each person, \$1,000,000 each occurrence; Property Damage Liability - \$1,000,000 each occurrence, \$2,000,000 aggregate; (2) single limit for Bodily Injury Liability and Property Damage Liability combined of \$1,000,000 each occurrence and \$2,000,000 aggregate.

a. The insurance shall cover all operations of Consultant except professional service, including but not limited to the following: (1) broad form

property damage liability; (2) personal injury liability endorsement; and (3) automobile bodily injury and property damage insurance, including all owned, if any, hired and non-owned equipment.

b. All general liability policies shall name Owner as an additional insured and shall provide that such policy is primary insurance.

3. Consultant shall also provide Professional Liability Insurance for the Project, written on a "Claims Made Basis," with limits of liability in amounts not less than \$1,000,000 per claim and \$2,000,000 aggregate, insuring Consultant for its own acts and for the acts of all persons for whose acts Consultant may be liable, against liabilities arising out of or in connection with the negligent acts, errors, or omissions of any of the foregoing in connection with the carrying out of their professional responsibilities for the Project. Consultant shall provide Owner proof of professional liability insurance coverage for five years following final completion of the Project. All such professional liability policies shall include an endorsement or other provision covering the indemnification provisions of Article 15. With respect to this Claims Made policy, the Retroactive Date must be shown and must be before the date of this Agreement or the beginning of Consultant's work under this Agreement.

4. Consultant shall also provide Certificates of Insurance, or other evidence of insurance as requested by Owner, to Owner within ten (10) days after receipt by Consultant of a signed version of this Agreement. The certificates shall provide that there will be no cancellation, suspension or voiding of coverage without thirty (30) days' prior written notice to Owner except for non-payment of premiums for which ten (10) days written notice shall be given.

5. There shall be no reduction or modification of coverage of insurance required by this Agreement without the written consent of Owner and each insurance policy required above shall provide that coverage shall not be cancelled, except with notice to the Owner.

6. Any deductibles or self-insured retentions must be declared to and approved by the Owner. The Owner may require Consultant to purchase coverage with a lower deductible or retention or provide proof of ability to pay losses and related investigations, claim administration and defense expenses within the retention.

ARTICLE 11. REPRODUCTION OF DOCUMENTS

A. Consultant shall provide, at no expense to the Owner, electronic copies of the bidding specifications.

ARTICLE 12. OWNERSHIP OF DOCUMENTS AND RE-USE OF DOCUMENTS

A. The plans, specifications, estimates, programs, reports, models, and other material prepared by or on behalf of Consultant under this Agreement (collectively the

"Documents") shall be and remain the property of the Owner, pursuant to Section 39159 of the Education Code, whether the Project is completed or not. All Documents shall be delivered to Owner on the earlier of (1) thirty (30) days after final completion date of the Project, or (2) the date of termination of this Agreement for any reason prior to final completion of the Project. The Documents may be used by Owner and its agents, employees, representatives, and assigns, in whole or in part, or in modified form, for all purposes Owner may deem advisable in connection with completion and maintenance of, and additions to, the Project, without further employment of or payment of any compensation to Consultant; provided, however, that if this Agreement is terminated for any reason prior to completion of the Project and if under such circumstances Owner uses, or engages the services of and directs another Consultant to use, such documents to complete the Project, Owner agrees to release Consultant from any responsibility for the conformance of the incomplete portions of the Project to the Documents and to hold Consultant harmless from any and all liability, costs, and expenses (including reasonable legal fees and disbursements), relative to claims arising out of matters and/or events which occur subsequent to the termination of this Agreement as a result of causes other than the negligence of Consultant, or anyone for whose acts it is responsible.

ARTICLE 13. NOTICE OF CLAIMS AND DISPUTE RESOLUTION

A. Consultant shall give written notice of any claims arising out of or relating to this Agreement within fifteen (15) days of the event(s) giving rise to the claim. Said written notice shall specify the nature, amount and basis of the claim and shall be certified under penalty of perjury and in compliance with the California False Claims Act, as set forth below. Failure to include these required certifications shall constitute grounds for rejection of the claim. Failure to provide notice of the claim within the time limit set forth herein shall constitute grounds for rejection of the claim.

B. Mediation. The parties agree that all claims, disputes or controversies between the parties arising out of or relating to this Agreement, or breach thereof, ("Claim") shall initially be submitted to non-binding mediation before a mediator mutually agreed upon by the parties. In the event the parties are unable to agree upon the identity of the mediator within fifteen days from the date either party submits a written request to mediate a Claim, the mediator shall be selected and the mediation administered under the Construction Mediation Rules of the American Arbitration Association. The costs and fees of the mediator shall be paid equally by the parties. The parties shall negotiate in good faith in an effort to reach an agreement with respect to the Claim. Neither party shall commence or pursue arbitration or litigation until the completion of mediation proceedings.

C. Arbitration: In the event that a Claim remains unresolved after mediation, pursuant to Public Contract Code section 22200, et seq., the Claim may be submitted to non-binding arbitration. If the parties agree to arbitrate, the arbitrator shall be selected through the Colusa County Bar Association or the American Arbitration Association and shall be mutually agreed upon by both parties. If the parties do not opt for non-binding arbitration or non-binding

arbitration is unsuccessful, either party may file an action in Colusa Superior Court.

D. Claim Certification: Consultant acknowledges that it has read and is familiar with the provisions of the False Claims Act (California Government Code section 12650 et seq.). Submission by Consultant of a claim (as the term "claim" is defined in the False Claims Act) to Owner in connection with the Project, whether on its behalf or on behalf of a sub-consultant, shall constitute a representation by Consultant to Owner that submission of the claim does not in any respect violate the False Claims Act. Any party with an interest in the claim, including any sub-consultant(s), shall certify under penalty of perjury the validity and accuracy of any claimed submitted to Owner, as provided below. Compliance with this claims certification requirement shall be a condition precedent to any obligation Owner might otherwise have to review the claim, and failure to provide such certification shall constitute a waiver of the claim. The claim certification required by this paragraph shall provide as follows:

CLAIM CERTIFICATION

Under penalty of perjury, and with specific reference to the California False Claims Act, Government Code section 12650, et seq., I certify that submission of the attached claim is made in good faith; that the supporting data prepared by the undersigned company is accurate and complete to the best of my knowledge and belief; that submission of the claim to Owner does not violate the False Claims Act; and that I am duly authorized to certify the claim on behalf of claimant.

Dated: _____

Company Entek Consulting Group, Inc

R. L. Beall

Signature

President

Title

ARTICLE 14. SUCCESSORS AND ASSIGNS

A. It is mutually understood and agreed that this Agreement shall be binding upon the Owner and its successors and upon Consultant, its partners, successors, executors, and administrators. Neither this Agreement, nor any monies due or to become due thereunder, may be assigned by Consultant without the written consent and approval of the Owner.

ARTICLE 15. INDEMNITY

A. Consultant shall, with respect to all work which is covered by or incidental to this Agreement, defend, indemnify, and hold harmless Owner, its officers, directors and employees (collectively "Owner"), from and against any and all liens and claims asserted by firms or individuals claiming through Consultant, and claims, liability, loss, damage, costs, or expenses, including reasonable attorneys' fees, expert's fees, awards, fines, or judgments, relating to the death or bodily injury to persons, injury to property, design defects, or other loss, damage, or expense to the extent that any of the above are contributed to or caused by the negligent acts, errors or omissions of Consultant. Consultant's duty to defend shall not include the duty to provide a defense and pay for the cost of defense of the Owner for the third party claims which are based upon professional negligence on the part of the Consultant, but shall be limited to paying Owner for the cost of defense incurred by the Owner should it be determined that Consultant committed professional negligence (errors and omissions) in the performance of its duties under this Agreement. However, Consultant shall not be obligated under this Agreement to indemnify Owner to the extent that the damage is caused by the active or sole negligence or willful misconduct of Owner or its agent or servants other than Consultant.

B. Consultant shall indemnify, defend, and hold Owner harmless against any claim, suit, or action, or any alleged violation or infringement of patent rights, copyrights, or other intellectual property rights which may be made against Owner by reason of the use in connection with or as a part of the Project anything which is now or may hereafter be covered by patent, copyright, trademark, or other intellectual property rights, and also against all expenses, including attorneys' fees and expert witness' fees, which Owner may incur in defending or adjusting any such claim, suit, or action.

C. Owner shall defend, indemnify and hold harmless Consultant, its officers, directors, employees and sub-consultants (collectively "Consultant") from and against any and all claims, liability, loss, damage, costs or expenses, including reasonable attorneys' fees, expert's fees, awards, fines or judgments, to the extent caused by Owner's negligent acts, errors or omissions in the performance of its obligations under this Agreement. Owner's duty to defend shall not include the duty to provide a defense and pay for the cost of defense of the Consultant for the third party claims which are based upon negligence on the part of the Owner, but shall be limited to paying Consultant for the cost of defense incurred by the Consultant should it be determined that Owner was negligent in the performance of its duties under this Agreement. However, Owner shall not be obligated under this Agreement to indemnify Consultant to the extent that the damage is caused by the active or sole negligence or willful misconduct of Consultant or its agents or servants other than Owner.

D. Consultant and Owner each agree to promptly serve notice on the other party of any claims arising hereunder, and shall cooperate in the defense of any such claims.

E. The acceptance by Owner or its representatives of any certificate of insurance providing for coverage of any kind shall in no event be deemed a waiver of any of the provisions of this Agreement. None of the foregoing provisions shall deprive Owner or Consultant of any action, right or remedy otherwise available by law.

ARTICLE 16. FINGERPRINTING

A. Education Code Section 45125.1 shall apply to this Agreement. The District administrator initiating and/or responsible for this Agreement shall, pursuant to section 45125.1 and District policy and guidelines, determine whether fingerprinting is required of Consultant and/or its employees. Once such determination is made, the administrator shall verify his/her determination on the signature page of this Agreement. If the Administrator concludes fingerprinting is required, the following shall apply:

1. The Consultant shall, prior to commencement of work pursuant to this Agreement, require any person affiliated with the Consultant (or, in appropriate cases, him or herself) to be fingerprinted by the Department of Justice (DOJ) if that person will have unsupervised access to occupied school campuses where children will be present. This provision extends to all consultants hired by the Consultant that will have unsupervised access to occupied school campuses. Upon verification from DOJ that those persons fingerprinted have no record of a serious or violent felony, as defined in Section 45122.1 of the California Education Code, the Consultant will so certify by signing and submitting the Certification included herein as Exhibit "C". In addition, the Consultant shall submit the names of those persons who have received clearance and are authorized to have unsupervised access to school campuses on a form as indicated in Exhibit "C". The Consultant must contact the Owner regarding appropriate access for those persons not cleared by DOJ for reasons other than a violent or serious felony. In such case, the Consultant must make arrangements with the Owner for appropriate access. No person with a violent or serious felony as reported by DOJ may have access to the school campuses or provide any Services under this Agreement.

B. Failure to comply with this provision, or permitting unsupervised access by an employee whose name has not been cleared by DOJ as certified by Consultant, shall constitute grounds for termination of this Agreement.

ARTICLE 17. ADDITIONAL PROVISIONS

A. Confidentiality: The Consultant shall not disclose or permit the disclosure of any confidential information, except to its agents, employees and other consultants who need such confidential information in order to properly perform their duties relative to this Agreement.

B. Limitations and Assignment

1. The Owner and the Consultant each binds themselves, their successors, assigns and legal representatives to the terms of this Agreement.

2. Neither the Owner nor the Consultant shall assign or transfer its interest in this Agreement without the written consent of the other, except that the Consultant may assign accounts receivable to a commercial bank for securing loans without approval of the Owner.

C. Governing Law: This Agreement shall be governed by the laws of Colusa County and the State of California.

D. Equal Opportunity Employment: Consultant represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex, age, physical handicap, medical condition, marital status, age or any other basis prohibited by state or federal law. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination with or related to the performance of this Agreement.

E. Extent of Agreement: This Agreement represents the entire and integrated agreement between the Owner and the Consultant and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both the Owner and the Consultant. Nothing contained in this Agreement is intended to benefit any third party. The Contractors and Design Professionals are not intended third party beneficiaries of this Agreement.

F. Severability: If any portion of this Agreement is held as a matter of law to be unenforceable, the remainder of this Agreement shall be enforceable without such provisions.

G. Meaning of Terms: References made in the singular shall include the plural and the masculine shall include the feminine or the neuter.

H. Notices: All Notices required by this Agreement or other communications to either party by the other shall be deemed given when made in writing and deposited in the United States Mail, first class, postage prepaid, addressed as follows:


To the Owner:

Mr. Dwayne Newman, District Superintendent
Colusa Unified School District
745 Tenth Street
Colusa, CA 95932

To the Consultant:

Mr. Rick Beall, CIH, CSP, CAC
President
Entek Consulting Group, Inc.
4200 Rocklin Road
Suite 7
Rocklin, CA 945677

Colusa Unified School District

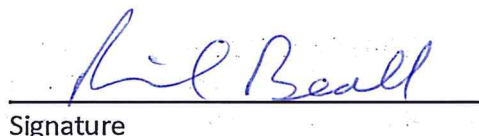

Signature

By: Mr. Dwayne Newman

Its: District Superintendent

Date: 4/22/15

Entek Consulting Group, Inc.


Signature

By: Mr. Rick Beall, CIH, CSP, CAC

Its: President

Date: 4-10-15

Department of Justice (DOJ) Fingerprinting: Required

EXHIBIT A SCHEDULE OF HOURLY RATES FOR PERSONNEL COSTS, LABORATORY FEES, AND
ALLOWABLE REIMBURSABLE EXPENSES

Schedule of Hourly Rates for Personnel Costs

Professional Consultation, CIH, CSP	\$ 125.00 per hour
Weekend/Overtime Rate (Over 8 hours/day)	\$ 145.00 per hour
Holiday Rate	\$ 160.00 per hour
Senior consultant	
Asbestos, Lead Inspections & Project Management	\$ 98.00 per hour
Weekend/Overtime Rate (Over 8 hours/day)	\$ 130.00 per hour
Holiday Rate	\$ 145.00 per hour
Asbestos Consultant (CAC)	
Asbestos, Lead Inspections & Project Management	\$ 88.00 per hour
Weekend/Overtime Rate (Over 8 hours/day)	\$ 120.00 per hour
Holiday Rate	\$ 135.00 per hour
Technical Consultation/Support	
Project Management	\$ 78.00 per hour
Weekend/Overtime Rate (Over 8 Hours/day)	\$ 92.00 per hour
Holiday Rate	\$ 103.00 per hour
Expert Witness (CIH/CSP)	
File Review and Investigations	\$ 175.00 per hour
Trial and Deposition	\$ 250.00 per hour

Laboratory Fees

<u>Phase Contrast Microscopy (PCM)</u>	\$ 25.00 per sample
After Hours or Weekend/Night Rate (\$450.00 minimum)	\$ 45.00 per sample
<u>Polarized Light Microscopy (PLM)</u>	\$ 25.00 per sample
After Hours or Weekend/Night Rate (\$450.00 minimum)	\$ 50.00 per sample
<u>Polarized Light Microscopy (PLM) With Point Counting</u>	
Point Counting 400 points (2-3 Days)	\$ 55.00 per sample
Point Counting 400 points (24 Hour)	\$ 65.00 per sample
Point Counting 400 points (4 Hour)	\$ 90.00 per sample
CARB 435 Method	\$ 175.00 per sample
<u>Atomic Absorption (AA) Analysis for Lead (paint chips, air cassette, soil & wipe)</u>	
RUSH (24 Hour)	\$ 30.00 per sample
RUSH (4 Hour)	\$ 60.00 per sample
After Hours or Weekend/Night Rate (\$450.00 minimum) STLC (3 Days)	\$ 85.00 per sample
TTLC (3 Days)	\$ 200.00 per sample
TTLC (24 Hour)	\$ 50.00 per sample
TTLC (4 Hour Rush)	\$ 60.00 per sample
Niton XRF Analysis for Lead	\$ 90.00 per sample
CAM 17	\$ 250.00 per day
	\$ 350.00 per sample
<u>Transmission Electron Microscopy (TEM) for Asbestos--Air</u>	
Modified AHERA (10 Grid Openings for NOA Projects)	
AHERA 3 Days	\$ 160.00 per sample
AHERA 24 Hour	\$ 100.00 per sample
AHERA Same Day (8 Hour Rush) AHERA	\$ 115.00 per sample
Same Day (4-6 Hour Rush) AHERA After	\$ 140.00 per sample
Hours or Weekend	\$ 180.00 per sample
After Hours or Weekend Weekend/Night (Minimum \$675.00)	\$ 250.00 per sample
<u>Viable Airborne Mold-Anderson</u>	
Malt Agar	\$ 70.00 per sample
<u>Airborne Bacteria - Anderson</u>	
	\$ 65.00 per sample
<u>Non-Viable Spores - Air-0-Cell</u>	
	\$ 85.00 per sample
<u>Bulk (Biological)</u>	
	\$ 45.00 per sample
<u>Dust Sample Culture on Agar Plates</u>	
	\$ 75.00 per sample
<u>Ques/Q Track</u>	
	\$ 75.00 per Day

Allowable Reimbursable Expenses

The Owner recognizes that certain costs and expenses associated with the professional services performed are reimbursable to Consultant. Provided that Consultant obtains Owner's prior written approval, costs and expenses will be reimbursed to Consultant.

The following are descriptive categories of work which may be considered for reimbursable costs, provided Owner issues its written approval before the costs are incurred:

1. Expenses of Outside Technical Assistance deemed necessary.
2. Expenses of specialized testing or monitoring not included in Basic or Additional Services (Article 2) as deemed necessary.
3. Approved reproduction of drawings and specifications in excess of the copies required by this Agreement, at rates prevailing in the community for bulk reproduction, or at other rates approved in advance by Owner.
4. Additional insurance coverage above those coverages identified in Article 10.
5. Approved fees advanced for securing approval of authorities having jurisdiction over the Project.

Reimbursement shall be at cost for all approved reimbursable expenses.

EXHIBIT B CONSULTANT'S SCOPE OF SERVICES

Basic Services

Consultant shall include all work necessary for the assessment, material testing and development of final abatement design specifications, all in accordance with this contract, the Owner's Contract and General Conditions for Construction, and applicable laws and regulations. Consultant's Basic Services shall include the following components:

- A. Consultant shall prepare US EPA NESHAP asbestos inspections lead in paint inspections and other hazardous materials inspections at District facilities.
- B. Consultant shall prepare necessary specifications for project using information from as-built documentation and material records provided by the owner, actual site observation and testing, and other sources as appropriate.
- C. Consultant shall compile other pertinent information from site survey, observation, and all available information about modifications not reflected on existing as-builts.
3. Consultant shall assist the Owner in applying for and obtaining required approvals from applicable state agencies having jurisdiction.

Additional Services

Additional analysis for more than the approximate sample numbers identified in proposal for analysis by PLM will be based on \$25.00/sample and \$30.00/sample analyzed by AAS.

EXHIBIT C DEPARTMENT OF JUSTICE (DOJ) CERTIFICATION

I, Rick Beall, behalf of Entek Consulting Group, Inc., certify that, pursuant to Education Code Section 45125.1 and Article 16 of this Agreement, this business entity has conducted the required criminal background check(s) of all persons who will be providing services to the Colusa Unified School District on behalf of this business entity, and that none of those persons have been reported by the Department of Justice as having been convicted of a serious or violent felony as specified in Penal Code sections 667.5(c) and/or 1192.7(c). I understand that this Certification is not to be signed and submitted until I have received clearance from DOJ regarding those persons named. As further required by Education Code 45125.1, attached to this Exhibit is a list of names of the employees or agents of Entek Consulting Group, Inc. who will be providing services to Colusa Unified School District and who are required to be finger printed as provided in the Agreement. I agree to keep this list current and to notify the Colusa Unified School District of any addition/deletions as they occur.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Executed this 10 day of April, 2015, in Placer County, California.

(Seal of Business)

By:

Richard Beall

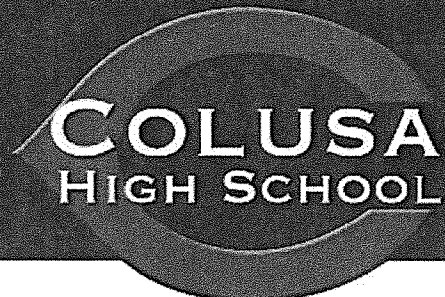
Authorized Representative

Print Name:

Richard Beall

Employees Authorized to Come on to School Campus

Name:	School Site (if known)
Richard Beall	
Jodi Smith	
Blake Howes	
Jack DeLay	



901 COLUS AVE
COLUSA, CA 95932
(530) 458-2156 • FAX (530) 458-5783

DARREN BROWN
PRINCIPAL

REBECCA CHANGUS
ASSISTANT PRINCIPAL

LORI TANNER
COUNSELOR

ERIC LAY
ATHLETIC DIRECTOR

BOB KIRKMAN, JR.
ACTIVITIES DIRECTOR

March 19, 2015

To Mr. Newman and Members of the Board,

The volleyball program would love to go to the Volleyball Team Camp at the University of Oregon. This will allow our teams to bond and become better athletes. I believe this camp will be a great way to start off an exceptional season and give the girls an excellent opportunity to learn from different coaches and bond with the volleyball team from the University of Oregon. It will also allow them to see what it would be like to play at the college level.

The camp is scheduled for July 10th-12th. We would leave on the 9th and return on the 12th. The university is allowing athletes and coaches to stay in the dorms on campus and it is included in the cost of the camp. All meals are included in the registration. Each athlete will pay their own registrations and the volleyball program will pick up the cost of transportation. Mr. Kirkman, Ms. Roper and I will be attending the camp. Our plan is to use our own personal vehicles.

Thank you for your time and consideration of my request,
Ms. Lyons

[CampRegistrationSystems.com \(/\)](#) [All Camps \(/camps\)](#)

[Sign in \(/users/sign_in\)](#)

[Create a new user account \(/users/sign_up\)](#)

Oregon Volleyball (/oregon-volleyball)

2015 Team Camp

Your team has a unique opportunity to train together prior to the 2015 season under the direction of 8th-year Univ. of Oregon head coach and 2006 Pac-10 Coach of the Year, Jim Moore and his outstanding staff. The Oregon Coaching staff, athletes and local school coaches will be on hand to guide your team through tactics, techniques and the finer points of the game to put you a step ahead of your opponents. Don't miss this opportunity to get your team together for valuable pre-season practice sessions and matches which feature teams from all over the Northwest and N. California. The team camp will provide skills training sessions, team practice and competitive matches. The coach or team representative will be on the court with his/her team

running the workouts, a camp coach will be along to assist. If your team is unable to provide a coach or team representative that is willing to coach then one will be provided for the entire camp for an additional fee. \$175 Day Camper (NO Meals) \$215 Day Camper (with Lunch and Dinner) \$275 Overnight Camper (includes all meals and housing) The teams camp tuition covers the cost of one coach. If you want more than one coach to attend the cost is \$110 per coach. If you have a male coach they will be housed in a separate dorm during camp. If a team needs a coach an additional cost of \$200 per team is required

Website: ()

Start date: July 10, 2015

Start time: 1:00 pm

End date: July 12, 2015

End time: 12:00 pm

Confirmation

Available options

Day Team No Meals Deposit - \$50.00

Sign up now! (/campers/new?
camp_id=361&fee_id=946)

Day Team w/Lunch & Dinner Deposit - \$50.00	Sign up now! (/campers/new?camp_id=361&fee_id=942)
8 Players - \$1910.00	Sign up now! (/campers/new?camp_id=361&fee_id=943)
Overnight Team Deposit - \$50.00	Sign up now! (/campers/new?camp_id=361&fee_id=947)
Vernonia - \$2805.00	Sign up now! (/campers/new?camp_id=361&fee_id=948)
9 Day Campers & Coach - \$1625.00	Sign up now! (/campers/new?camp_id=361&fee_id=944)
12 Overnight Campers & Coach - \$2990.00	Sign up now! (/campers/new?camp_id=361&fee_id=945)

- [Camp Administrator Sign-In \(/admins/sign_in\)](#)
- [Privacy Policy \(/pages/privacy\)](#)
- [Terms and Conditions \(/pages/terms\)](#)
- [Contact Us \(https://kylewiest.wufoo.com/forms/interested\)](https://kylewiest.wufoo.com/forms/interested)



2015/2016 MEMORANDUM OF UNDERSTANDING

Tri-County Induction Program

Sutter County Superintendent of Schools Office and

Colusa Unified School District

General

This Memorandum of Understanding (MOU) is entered into between the Sutter County Superintendent of Schools Office (SCSOS), Local Educational Agency (LEA) for the Tri-County Induction Program, and a participating district or COE referred to as District in this MOU, to implement the Tri-County Induction Program.

The effective date of this MOU is July 1, 2015. The terms of this agreement shall remain in force unless mutually amended. Either party may terminate this agreement upon written notice submitted to the Advisory Committee no later than 180 days prior to the start of the next school year.

Purpose

The purpose of this MOU is to establish a formal level of commitment between SCSOS and the District in this new era of funding.

Responsibilities – General

- A. SCSOS agrees to provide support for the Program Administrator and a secretary to administer the accredited induction program per the Commission on Teacher Credentialing (CTC) and California Department of Education (CDE) guidelines. This includes:
1. Providing workspace for the director and secretary -- including computer and fax access, telephone and office supplies, and meeting space for program activities.
 2. Developing, establishing and processing payment for contracts with outside vendors for professional services as needed and/or required.
 3. Developing, establishing and processing payment for contracts with Mentors and other personnel for professional services as needed and/or required.
 4. Establishing and maintaining accurate records and reports.
 5. Supplying to the California Commission on Teacher Credentialing (CTC) and the California State Department of Education (CDE) reports and other information as requested on all matters related to program requirements and activities.
- B. The participating district agrees to the following:
1. Appoint a liaison who will oversee all activities within the district and assume the responsibilities established by the Tri-County Induction Program, including notifying TCIP when a candidate leaves before the end of the school year.

 Dwayne Newman

Name of liaison

2. Identify candidates for program participation according to the criteria established by the Consortium and Induction requirements. **Deadline to enroll candidates in the Tri-County Induction Program for the 2015/2016 is September 24th, 2015.**
3. Place candidates only in school sites where the Site Administrator has received TCIP Administrator Training.
4. Mitigate working conditions for candidates by appropriating support services for candidates assigned "challenging" settings as identified in the plan.
5. Separate formative assessment information from district employment evaluations.
6. Provide an annual update about TCIP to the district's governing board.
7. Participate in program evaluation.
8. Assist Program in ensuring that all selected Mentors attend summer Mentor training.

Responsibilities – Fiscal

- A. SCSOS, in its capacity as LEA, agrees to the overall fiscal responsibility for the funding of the administration of the program, including:
1. Overall fiscal responsibility for the administration of funds, including submission of year-end expenditure reports, preliminary and revised budgets, and any other documentation sought by the California State Department of Education and/or the California Commission on Teacher Credentialing.
 2. Developing and maintaining a balanced budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities as described in the Tri-County Induction Program plan.
 3. Expending income according to regularly established policies and procedures of SCSOS.
 4. Abiding by the approved expenditure guidelines.
 5. Reporting year-end fiscal activity/balance at year end.
- B. The district agrees to the following:
1. Programmatic costs, i.e. substitute reimbursement costs, mileage, make-up trainings, etc.
 2. Costs associated with the option selected below.
 3. Assume all financial (litigation) responsibilities stemming from any legal action brought against Tri-County Induction Program from an employee of said District.

Program Participation Options:

The district will select one of the following options. All Options require full participation in the Tri-County Induction Program by all participants.

☐ **Option 1:**

District pays SCSOS \$1,950 per candidate to select, hire, and provide continuous training to its Mentors. Billing will occur half in November and half in May with payments due in December and June. If the district is going to charge the candidate, it is their responsibility to notify the candidate upon hiring and collect all fees due. If the candidate leaves the program during the year, the district will be responsible for reimbursing the cost of hiring, and payment to the Mentor on a prorated basis.

☒ **Option 2:**



SCSOS reimburses district \$850 per candidate and the district selects, hires, and ensures Mentors attend all required TCIP trainings. Reimbursement will occur by June 15, 2016. If a candidate leaves the district during the school year, the district will received a prorated reimbursement for the cost of its Mentor.

Participating District/COE) shall defend and indemnify the Sutter County Superintendent of Schools Office (SCSOS), its officers, agents and employees, for any claim or cause of action against SCSOS, its officers, agents or employees, arising from SCSOS's performance of services or duties in connection with the Tri-County Induction Program pursuant to the MOU on behalf of (the Participating District/COE). This duty to defend and indemnify includes, but is not limited to, payment of necessary attorneys' fees and other costs incurred in litigation. In the event that a particular claim or cause of action arises from services performed on behalf of (Participating District/COE) or from more than one Participating District/COE, (Participating District/COE) agrees to share costs on an equitable basis.

By selecting Options 1 or 2 the district agrees to the implementation of this option for the current school year.

Education Specialist Credentials (Level II):

Pursuant to Education Code Section 44227(a) the Tri-County Induction Program adheres to the General Preconditions (requirements 1-10) established by the Commission on Teacher Credentialing. In addition to the Commission's ten General Preconditions, pursuant to Education Code Sections 44227(a) and 44265, each Education Specialist Clear Credential preparation program shall also adhere to requirements 11-16.

Signature of Authorized Official

Name: Bill Cornelius

Title: Superintendent

Sutter County Superintendent of Schools

Date: _____

Dwayne K Newman

Signature of Authorized Official

Name: Dwayne Newman

Title: Superintendent

District: Colusa USD

Date: 4/22/15

INJURY & ILLNESS PREVENTION PROGRAM

FOR

COLUSA UNIFIED SCHOOL DISTRICT

March 2015

INJURY & ILLNESS PREVENTION PROGRAM FOR COLUSA UNIFIED SCHOOL DISTRICT

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INTRODUCTION

In order to maintain a safe and healthful work environment the Colusa Unified School District has developed this Injury & Illness Prevention Program for all employees to follow. This document describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at Colusa Unified School District.

GOALS

Diligent implementation of this program will reap many benefits for Colusa Unified School District. Most notably it will:

1. Protect the health and safety of employees. Decrease the potential risk of disease, illness, injury, and harmful exposures to district personnel.
2. Reduce workers' compensation claims and costs.
3. Improve efficiency by reducing the time spent replacing or reassigning injured employees, as well as reduce the need to find and train replacement employees.
4. Improve employee morale and efficiency as employees see that their safety is important to management.
5. Minimize the potential for penalties assessed by various enforcement agencies by maintaining compliance with Health and Safety Codes.

STATUTORY AUTHORITY

- ◆ California Labor Code Section 6401.7.
- ◆ California Code of Regulations Title 8, Sections 1509 and 3203.

RESPONSIBILITY

The ultimate responsibility for establishing and maintaining effective environmental health and safety policies specific to district facilities and operations rests with Colusa Unified. General policies, which govern the activities and responsibilities of the Injury & Illness Prevention Program, are established under the superintendent's (his or her) final authority.

It is the responsibility of Site Administrators Supervisors and Managers to develop procedures, which ensure effective compliance with the Injury & Illness Prevention Program, as well as other health and safety policies related to operations under their control.

Site Administrators, Supervisors and Managers, are responsible for enforcement of this Program among the employees under their direction by carrying out the various duties outlined herein, setting

acceptable safety policies and procedures for each employee to follow and ensuring that employees receive the general safety training. Each Site Administrator, Supervisor, and Manager must also ensure that appropriate job specific safety training is received, and that safety responsibilities are clearly outlined in the job descriptions, which govern the employees under their direction. Supervising others also carries the responsibility for knowing how to safely accomplish the tasks assigned each employee, for purchasing appropriate personal protective equipment, and for evaluating employee compliance.

Immediate responsibility for workplace health and safety rests with each individual employee. Employees are responsible for following the established work procedures and safety guidelines in their area, as well as those identified in this Program. Employees are also responsible for using the personal protective equipment issued to protect them from identified hazards, and for reporting any unsafe conditions to their supervisors.

The superintendent is responsible for developing and managing this Injury & Illness Prevention Program.

COMPLIANCE

Compliance with this Injury & Illness Prevention Program will be achieved in the following manner:

1. Site Administrators, Supervisors, and Managers will set positive examples for working safely and require that all staff under their direction work safely.
2. Site Administrators, Supervisors, and Managers will use all disciplinary procedures available to them to ensure that employees follow established safety policies and procedures. Performance evaluations, verbal counseling, written warnings, and other forms of disciplinary action are available.
3. Site Administrators, Supervisors, and Managers will identify the resources necessary to provide a safe work environment for their employees and include them in budget requests.
4. Site Administrators, Supervisors, and Managers will establish appropriate means of recognition for employees who demonstrate safe work practices.

Colusa Unified School District has developed this comprehensive Injury & Illness Prevention Program to enhance the health and safety of its employees.

HAZARD IDENTIFICATION

A health and safety inspection program is essential in order to reduce unsafe conditions, which may expose employees to incidents that could result in personal injuries or property damage. It is the responsibility of Colusa Unified to ensure that appropriate, systematic safety inspections are conducted periodically.

Scheduled Safety Inspections

Upon initial implementation of this Program, inspections of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

Thereafter, safety inspections will be conducted at the frequency described below:

1. Annual inspections of all office areas will be conducted to detect and eliminate any hazardous conditions that may exist.
2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, gymnasiums, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.

Unscheduled Safety Inspections

1. Additional safety inspections will be conducted whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.
2. Superintendent will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.

ACCIDENT INVESTIGATIONS

Superintendents, Site Administrators, Supervisors, and Managers will investigate all accidents, injuries, occupational illnesses, and near-miss incidents to identify the root cause. Appropriate repairs or procedural changes will be implemented promptly to correct the hazards implicated in these events.

To ensure timely accounting for Workers' Compensation procedures, both employee and supervisor must complete their respective portions on the Report of Employee Injury/Exposure Form and District Accident Investigation Form available at the District Office or school site.

HAZARD CORRECTION

All hazards identified will be promptly investigated and alternate procedures implemented as indicated. The District recognizes that hazards range from imminent dangers to hazards of relatively low risk. Corrective actions or plans, including suitable timetables for completion, are the responsibility of the Site Administrator or Superintendent.

TRAINING

Effective dissemination of safety information lies at the very heart of a successful Injury & Illness Prevention Program. All employees must be trained in general safe work practices. In addition, specific instruction with respect to hazards unique to each employee's job assignment will be provided.

General Safe Work Practices

At a minimum, all employees will be trained in the following:

1. Fire Safety, Evacuation, and Emergency Procedures
2. Hazard Communication (Use of Safety Data Sheets)
3. Bloodborne Pathogens
4. Injury & Illness Prevention Program

Specific Safe Work Practices

In addition to this general training, each employee will be instructed how to protect themselves from the hazards specific to their individual job duties. At a minimum this entails how to use workplace equipment, safe handling of hazardous materials and use of personal protective equipment. Training must be completed before beginning to work on assigned equipment, and whenever new hazards or changes in procedures are implemented.

The Superintendent is responsible for providing Site Administrators, Supervisors, and Managers with the training necessary to familiarize themselves with the safety and health hazards their employees are exposed to.

It is the responsibility of each Site Administrator, Supervisor, and Manager to know the hazards related to his/her employee's job tasks, and ensure they receive appropriate training.

1. Supervisors will ensure that all employees receive general and job-specific training prior to initial or new job assignments.
2. Supervisors will ensure that employees are trained whenever new substances, processes, procedures or equipment are introduced to the workplace which may create new hazards. Training must also be given when new or previously unrecognized hazards are brought to a supervisor's attention.
3. All training will be documented and kept in employee files. The attached Employee Training Checklist Form (or equivalent) will be used for this purpose.

COMMUNICATION

Effective two-way communication, which involves employee input on matters of workplace safety, is essential to maintaining an effective Injury & Illness Prevention Program. To foster better safety communication the following guidelines will be implemented:

The department will use an Employee Bulletin Board for posting information on safety in a location accessible to all employees. Changes in protocol, safety bulletins, accident statistics, training announcements, and other safety information will be posted, as they become available.

Site Administrators, Managers, and Supervisors will provide time at periodic staff meetings to discuss safety topics. Status reports will be given on safety inspections, hazard correction projects, and accident investigation results, as well as feedback to previous employee suggestions. Employees will be encouraged to participate and give suggestions without fear of reprisal. The attached attendance sheet should be used to document attendance and topics covered. Additional communication methods to be used are:

_____ Posters _____ Meetings _____ Manuals
_____ Newsletters _____ Bulletins _____ Warning Labels

Other, please specify:

Employees are encouraged to bring to the District's attention any potential health or safety hazard that may exist in the work area. The attached Employee Safety Recommendation form (or equivalent) can be used for this purpose. These forms are available in the District Office and at each school site.

Supervisors will follow up all suggestions and investigate the concerns brought up through these communication methods. Feedback to the employees is critical, and must be provided for effective two-way communication.

Compliance will be reinforced by:

_____ Appropriate comments on performance evaluations.

Other, please specify:

Non-compliance will be addressed by:

_____ An immediate discussion between the supervisor and the employee who is discovered working in an unsafe manner.

_____ Appropriate disciplinary action up to dismissal.

Other, please specify:

The District will pursue readily understandable health and safety communications for all affected employees.

DOCUMENTATION

Many standards and regulations of Cal/OSHA contain requirements for the maintenance and retention of records for occupational injuries and illnesses, medical surveillance, exposure monitoring, inspections and other activities relevant to occupational health and safety. To comply with these regulations, as well as to demonstrate that the critical elements of this Injury & Illness Prevention Program are being implemented, the following records will be kept on file in the District Office or school site for at least the length of time indicated below:

1. Copies of all IIPP Safety Inspection Forms. Retain 5 years.
2. Copies of all Accident Investigation Forms. Retain 5 years.
3. Copies of all Employee Training Checklists and related Training Documents. Retain for duration of each individual's employment.
4. Copies of all Safety Meeting Agendas. Retain 5 years.

The District will ensure that these records are kept in their files, and present them to Cal/OSHA or other regulatory agency representatives if requested. A review of these records will be conducted by the Superintendent during routine inspections to measure compliance with the Program.

A safe and healthy workplace must be the goal of everyone at Colusa Unified School District, with responsibility shared by management and staff alike. If you have any questions regarding this Injury & Illness Prevention Program, please contact the District Office at 530-458-7791.

APPENDIX A

ACCIDENT INVESTIGATION CHECKLIST

ACCIDENT INVESTIGATION CHECKLIST

When you are involved in an accident investigation, the notes you take will be important to determine what happened and to give clues for avoiding future incidents. The information that you record should focus on **who, what, when, where, how**, and **why** facts of the accident. This list of sample questions that you may need to ask during an investigation will help you document many aspects of the accident scene.

Who...

- ☐ Was involved in the accident?
- ☐ Was injured?
- ☐ Witnessed the accident?
- ☐ Reported the accident?
- ☐ Notified emergency medical services personnel?

What...

- ☐ Happened?
- ☐ Company property was damaged?
- ☐ Evidence was found?
- ☐ Was done to secure the accident scene?
- ☐ Was done to prevent the recurrence of the accident?
- ☐ Level of medical care did the victims require?
- ☐ Was being done at the time of the accident?
- ☐ Tools were being used?
- ☐ Was the employee told to do?
- ☐ Machine was involved?
- ☐ Operation was being performed?
- ☐ Instructions had been given?
- ☐ Precautions were necessary?
- ☐ Protective equipment should have been used?
- ☐ Did others do to contribute to the accident?
- ☐ Did witnesses see?
- ☐ Safety rules were violated?
- ☐ Safety rules were lacking?
- ☐ New safety rules or procedures are needed?

When...

- ☐ Did the accident happen?
- ☐ Was it discovered?
- ☐ Was the accident reported?
- ☐ Did the employee begin the task?
- ☐ Were the hazards pointed out to the employee?
- ☐ Did the Supervisor last check the employee's progress?

Where...

- θ Did the accident happen?
- θ Was the employee's Supervisor when the accident occurred?
- θ Were co-workers when the accident occurred?
- θ Were witnesses when the accident occurred?
- θ Does this condition exist elsewhere in the facility?
- θ Is the evidence of this investigation going to be kept?

How...

- θ Did the accident happen?
- θ Was the accident discovered?
- θ Were employees injured?
- θ Was the equipment damaged?
- θ Could the accident have been avoided?
- θ Could the Supervisor have prevented the accident from happening?
- θ Could co-workers avoid similar accidents?

Why...

- θ Did the accident happen?
- θ Were employees injured?
- θ Did the employees behave that way?
- θ Was protective equipment not used?
- θ Weren't specific instructions given to the employee?
- θ Was the employee in that specific position or place?
- θ Was the employee using that machine or those tools?
- θ Didn't the employee check with the supervisor?
- θ Was the Supervisor not there at the time?

APPENDIX B

EMPLOYEE SAFETY RECOMMENDATION FORM

COLUSA UNIFIED SCHOOL DISTRICT

EMPLOYEE SAFETY RECOMMENDATION FORM

LOCATION:	Classroom / Area
-----------	------------------

Principal / Supervisor: _____

DATE:	
-------	--

DATE:

IDENTIFICATION OF SAFETY OR HEALTH HAZARD

SUGGESTION FOR ABATEMENT OF THE SAFETY OR HEALTH HAZARD

DO NOT WRITE BELOW THIS LINE

Date complaint was investigated:

Investigated by:

Action taken:

Date Action was reported to the employee:

Comments:

[illegible]

APPENDIX C

OFFICE SAFETY INSPECTION CHECKLIST

COLUSA UNIFIED SCHOOL DISTRICT

OFFICE SAFETY INSPECTION CHECKLIST

Date: _____ Location: _____ Phone: _____

Supervisor: _____ Department: _____

Inspector: _____ Job Title: _____

ADMINISTRATION AND TRAINING

- | Yes | No | N/A | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Does the department have a written Injury & Illness Prevention Plan? Are all departmental safety records maintained in a centralized file for easy access? Is it current? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Have all of the employees attended an IIPP training class? If not, what percentage has received training? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Does the department have a completed Emergency Action Plan? Percentage completed? Is training being provided to employees on its contents? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Are chemical products used in the office? (Are Safety Data Sheets maintained?) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Are the Cal/OSHA Information Poster, Workers' Compensation Bulletin, Annual Accident Summaries (must be posted during February, at a minimum) and Emergency Response Guide flipchart posted? Is the Safety Briefs newsletter being sent to the area? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Are annual workplace inspections being performed? Are records being maintained? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Has there been any employee accidents from this department? Are there Accident Investigation Reports completed for each accident? BM |

GENERAL SAFETY

- | | | | |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Are all exits, fire alarms, pullboxes, extinguishers, sprinklers, and fire notification devices clearly marked and unobstructed? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Are all aisles/corridors unobstructed to allow unimpeded evacuations? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Is a clearly identified, charged, currently inspected and tagged, wall-mounted fire extinguisher available within 75 feet of all work areas? (No empty wall hooks, charge needles in the red, missing plastic pin tabs or extinguishers on the floor.) |

GENERAL SAFETY (CONTINUED)

- | Yes | No | N/A | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Are ergonomic issues being addressed for administrative personnel using computers? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Is a fully stocked first-aid kit available? Do all employees in the area know its location? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Are all cabinets, shelves, or furniture above 5 feet in height secured to prevent toppling during an earthquake? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 14. Are all books and supplies stored so as not to fall during an earthquake? (Store heavy items low to the floor, shelf lips on shelves above work areas.) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 15. Is the office kept clean of trash and other recyclable materials removed promptly? |

ELECTRICAL/MECHANICAL SAFETY

- | | | | |
|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 16. Are all plugs, cords, electrical panels, and receptacles in good condition (no exposed conductors or broken insulation)? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 17. Are all circuit breaker panels accessible with each breaker appropriately labeled? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 18. Are fused power strips being used in lieu of receptacle adapters? Are additional outlets needed in some areas? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 19. Is lighting adequate throughout the work environment? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 20. Are extension cords being used correctly? (They must not be run through walls, doors, ceilings; not represent a trip hazard running across aiseways; not to be used as a permanent source of electrical supply--use fused outlet strips or have additional outlets installed; not to be linked together. No "thin" zip cords.) |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 21. Are portable electric heaters being used? (If so, use fused power strips and locate away from combustible materials.) |

Comments

APPENDIX D

CLASSROOM INSPECTION CHECKLIST

CLASSROOM INSPECTION CHECKLIST

WORKSITE: _____ **DATE:** _____

BUILDING: _____ **ROOM:** _____

NAME: _____

Instructions: Check each item below as "Satisfactory or "Unsatisfactory." Add any pertinent comments and the location of hazards in the space provided for each item checked "Unsatisfactory."

	Satisfactory	Unsatisfactory	N/A	Comment/Location
FLOORS				
No wet/slip, fall hazard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No trip hazard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No cords across walkway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
STAIRS - RAMPS				
Lighting adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Non-slip surface	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Handrails - available and secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
GENERAL SAFETY				
No Aisles Obstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Area free of falling hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Aid material available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency Lighting functioning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lighting okay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ladders/Stools in good condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Housekeeping is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergency phone numbers posted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIRE EQUIPMENT/EXITS				
Fire extinguishers accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fire extinguishers - tagged, serviced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exits - properly illuminated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exits clear and unobstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FIRE HAZARDS				
Flammable aerosols and liquids - Stored and handled properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Storage areas labeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No Defective electrical cords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ELECTRICAL HAZARDS				
Cords are put away after use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No improper use of extension cords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No energized extension cords without Load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outlets at sinks are GFI Protected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All outlet and switch covers in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical panels are unobstructed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

HAZARDOUS MATERIALS				
MSDS's available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Containers properly labeled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Containers properly stored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
OTHER (Use this space for additional comments)				

Inspector's signature

INSTRUCTION FOR COMPLETING THE INSPECTION

FLOORS:

Look for source of continual slip fall hazards such as leaking doorways, water draining from under sinks, refrigerators or other equipment.

Look for trip hazards such as buckling or torn carpet, or cords across walkways.

STAIRS AND RAMPS

Look at outside of immediate work area and surrounding areas frequently used. Look to see if ramps are outlined to indicate change in elevation.

Check if stair edges are chipped or rounded off making it easy to slip off the edge of steps.

Check if hand rails are secure and not loose.

Look at outside of immediate work area and surrounding areas for adequate lighting at stairs and ramps.

GENERAL SAFETY

Check if top of bookshelves or cabinets are overloaded with stored items. If so remove items.

Check if stack of store items are stable. If not remove unstable stacks.

Remove or make secure any stored items that may fall and hit students or employees in the event of an earthquake.

Check the location of the nearest First Aid Station. Check if the Station is properly stocked.

Ask custodial or administration staff for the location of the emergency lighting in the immediate work area or surrounding areas. Most emergency lighting will be in the interior halls or windowless rooms.

Ask custodial or administration staff how to test battery operated emergency lighting in the area.

Check light fixtures for any exposed wires, any flickering (may indicate an electrical short), any smoking or odor.

Check stools and step ladders for stability. All rubber feet should be in place to prevent slipping. There should be no bend parts. Damaged stools and ladder should be removed from use immediately. NEVER USE THE TOP STEP!!!!

All areas should be neat and orderly. Hallway should not be used for storage. Walkway should be clear of trip fall or slip fall hazards.

Emergency phone numbers for the local contact in addition to 911 should be posted in the classrooms.

Check with the local administration staff for emergency procedures.

FIRE EQUIPMENT/EXITS

Know the location of the nearest fire extinguisher.

No items should be hung on or block fire extinguishers.

Fire extinguishers should be hung in a easily accessible location approximately 5 feet above the floor.

The location of the fire extinguisher should be marked with a sign.

Check the fire extinguisher tag to see if it has been serviced within the last year. If it has not, the extinguisher is in need of service.

Check the pressure gauge to see if the needle is in the green area of the gauge. If it is not, the extinguisher is in need of service.

Check if exits are marked with exit signs.

Check if the natural light during normal operating hours provides enough light to illuminate the exit sign in the event of a power failure. If not the exit sign should be battery powered.

Remove any obstructions from the exits.

FIRE HAZARDS

Remove any flammable aerosols and liquids from the classrooms.

Flammable aerosols and liquids should be stored in a flammable liquid storage cabinet in the custodian area only.

Check for any frayed, cut or otherwise damaged electrical cord. If a light or appliance has a damaged cord, the light or appliance should be removed from the classroom.

ELECTRICAL HAZARDS

Extension cord should not be used for permanent power to equipment; additional permanent electrical outlets should be provided.

Eliminate use of multiple extension cords and surge bars.

Never use multiple extension cords and surge bars end to end.

Check that extension cords are unplugged when there are no appliance or equipment attached.

Check if all electrical outlets at sinks are equipped with GFI, that is “Test” and “Reset” buttons. Push the “Test” and “Reset” buttons to see if they work. When the “Test” button is pushed there should be no electrical power to the outlet. After testing, push the “Reset” button to resume power to the outlet.

Check that all outlet and switch plate covers are in place and not broken thereby exposing live electrical wires.

Check that the electrical panel is not blocked by signs or art work and the panel is easily accessible to emergency response personnel.

HAZARDOUS MATERIALS

There should be no hazardous materials (cleaning supplies, commercial paints, solvents, etc.) in the classrooms.

Hazardous materials should be stored in the custodial areas.

Safety Data Sheets (SDS) should be in a predetermined location for all hazardous materials.

All containers, especially secondary containers (containers used for smaller amounts of materials) should be clearly labeled with the content name. EVEN WATER!!!

APPENDIX E

FACILITY SAFETY INSPECTION CHECKLIST

COLUSA UNIFIED SCHOOL DISTRICT

FACILITY SAFETY INSPECTION CHECKLIST

Date: _____ Location: _____ Phone: _____

Supervisor: _____ Department: _____

Inspector: _____ Job Title: _____

ADMINISTRATION AND TRAINING

- | Yes | No | N/A | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 1. Have all employees received General Safety Training (fire, earthquake, VDTs, lifting, emergency evacuation, etc.)? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 2. Are all employees familiar with the use of MSDSs? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 3. Have all employees been instructed in how to operate the equipment they are required to use? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 4. Have all employees been trained in how to protect themselves from the hazards identified in their work area? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 5. Are all employees current on any specialized training (lockout, confined space, respirators, etc.) needed? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 6. Are all training records up to date for each employee? BM |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 7. Do all employees have access to the Departmental Emergency Action Plan and know their responsibilities? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 8. Is the Cal/OSHA information poster, Workers' Compensation Bulletin and Annual Injury & Illness Summaries posted? |

FIRE SAFETY

- | | | | |
|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 9. Are all fire exits clearly marked and unobstructed? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 10. Is trash, debris, and oily rags removed from the shop daily? Are metal cans available for storage of oily rags? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 11. Are all aisles cleared for at least a 44-inch pathway and building exit corridors completely clear for safe egress? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 12. Are all flammable solvents in excess of 10 1-gallon containers stored in approved flammable storage cabinets? |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 13. Are spray-painting operations, which employ flammable materials, conducted inside spray booths? |

FIRE SAFETY (continued)

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Are flammable and combustible materials stored at least 25 feet away from heat or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Are flammable gas cylinders are stored at least 25 feet away from oxygen cylinders or ignition sources?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Are fire separators intact (no holes in firewalls, no doors to exit corridors propped open, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Are charged, wall-mounted fire extinguishers (of the appropriate type) available within 75 feet of all workstations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Are employee workstations arranged to be comfortable without unnecessary strain on backs, arms, necks, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Is there an inspection card attached to each fire extinguisher and are monthly inspections properly documented?

ELECTRICAL SAFETY

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Are all plugs, cords, panels, and receptacles in good condition (no exposed conductors or broken insulation)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Are all circuit breaker panels accessible with labels identifying each switch's function?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Are plug adapters banned? (Install additional outlets or properly rated fused power strips in lieu of plug adapters.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Is permanent building wiring installed away from public contact (in conduit, raceways, or walls)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Are Ground Fault Circuit Interrupters available for use in wet areas?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Are the wheels on rolling files or other mobile equipment free from binding when rolled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Are extension cords in use? (These are not to be run through walls, ceilings, or doors, and are not safe for permanent equipment. Unplug extension cords daily or replace with fused power strips if current demand is within the strip's rating; otherwise, install additional outlets to reach equipment. Do not link extension cords together.)

MECHANICAL SAFETY

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Is defective equipment promptly repaired? (If defects pose an imminent danger, then remove out of service.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Are all the machine guards for belts, gears, and points of operation in place and adjusted properly?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Are machine and tool switches safe (easy access to disengage, stay off if de-energized and re-started)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Are gas welding torches equipped with flashback arrestors? Are arc welders properly grounded with safe wiring?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Are air tanks greater than 1.5 cubic feet (11.22 gal.) capacity inspected as evidenced by a current posted Cal/OSHA permit?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Are cranes, slings, ropes, hoists, jacks, jackstands, etc., inspected prior to each use and used safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Are floors maintained clean, spills wiped up promptly, and anti-slip materials used where moisture is prevalent?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Are all cabinets, shelves, and equipment greater than 5 feet high secured to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Are cutting blades disposed of in rigid containers to prevent injury to custodial personnel?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Are guardrails installed around floor openings and lofts, along catwalks, etc., to prevent employee falls?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Are potable water, soap, and towels available for hand washing?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Are all plumbing fixtures served by Industrial Water labeled to prohibit drinking?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Are forklifts inspected frequently for defects, equipped with proper safety devices and operated safely?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Are excessive noise levels adequately controlled?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Is an approved first aid kit available and its location known to all employees?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Are stacked and shelved items stored to prevent falling during an earthquake? (Advise installing 2 inch shelf lips or other means of restraining items, especially above exits and employee workstations.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Are cross-connections between potable water and sewer inlets promptly abated (remove hoses which extend into sinks or down drains), and

leaking backflow protection devices promptly repaired?

HAZARDOUS MATERIALS/PERSONAL PROTECTION

Yes	No	N/A	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Are chemicals stored to prevent spills?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Are carcinogens handled safely to reduce employee exposure?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Are chemicals separated by Hazard Class (acids, bases, oxidizers, flammables, etc.)?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Are chemicals inventoried with copies provided to the Personnel Office?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Are chemical wastes properly segregated and stored with Waste Pickup Tags attached to the containers?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Are all hazardous wastes disposed of and not poured into the sewer system?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Is a plumbed emergency shower available within 100 feet of all areas where chemicals may splash onto an employee's body?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. Are gloves suitable for the hazard warranting protection (chemicals, heat, friction, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. Is eye protection suitable for the hazard warranting protection (welding, chemicals, particulates, etc.) available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	53. Is a plumbed emergency eyewash station available within 100 feet of all chemical splash or mechanical hazards such as grinding operations?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	54. Is hearing protection suitable for the hazards warranting protection available?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	55. Are safety shoes available for those employees subject to falling objects and other foot impact hazards?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	56. Are hard hats available for employees subject to falling objects, low overhead obstructions, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	57. Are aprons or other suitable clothing available for employees subject to chemicals, oil, grease, etc.?
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	58. Are lockout locks and tags available for employees who work on equipment served by hazardous energy sources?

COMMENTS

APPENDIX F

CODES OF SAFE PRACTICES

- ***BUS DRIVERS***
- ***CUSTODIANS***
- ***FOOD SERVICE***
- ***MAINTENANCE***
- ***NOON SUPERVISORS***
- ***TEACHERS/AIDES***

CODES OF SAFE PRACTICES – BUS DRIVERS

Personal Safety Rules

Often bus drivers work alone at night, or in the early morning. Special safety precautions may be necessary.

- A. **Pay attention to your surroundings.** Your work can become routine and your attention may waver. You must keep alert and aware of what is going on around you.
- B. **Work in a well-lit area.** Make sure security lighting is functioning properly. Report inoperative outside security lights to your supervisor. Obtain a flashlight if it would be useful.
- C. **Know where co-workers are working.** Know where to get help if you need it. To communicate with co-workers, bus drivers can use two-way radios or cell phones.
- D. **Get help with heavy or awkward objects.** Don't try to do a job by yourself if it requires two people to do it safely.
- E. **Be sure you know the locations of fire extinguishers.** Fire extinguishers should only be used on relatively small fires. If a fire is too big you should call 911, and move everyone to a safe area. Be sure you know how to operate the extinguisher properly, and always aim at the base of the fire with a sweeping motion.
- F. **Use good judgment.** You are not a police officer or security guard. Only approach a situation when you feel comfortable doing so. Don't hesitate to call 911 for help.

Ladder Safety Rules

Bus drivers often need to clean the windows, check fluids, check lights, etc. Some tasks may require the use of a ladder.

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. When using a straight ladder, be sure to secure the ladder *before* standing on it. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight

ladder at a four-to-one ratio – means every four feet of the ladder’s length to one foot away from the support point. Never lean a ladder against an unstable surface.

- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don’t take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don’t skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don’t climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don’t place tools on the rungs or top of the ladder.

Lifting Rules- Proper Body Mechanics

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don’t lift properly and your “tool” is not in shape for the job. Lifting is a thinking person’s job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don’t twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don’t pull.** Whenever you have to move something that’s on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don’t store heavy objects higher than your waist.** If heavy objects aren’t stored higher than your waist than you won’t have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It’s one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It’s not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Machinery Safety Rules

Most repairs should only be performed by a qualified/ certified mechanic; however, routine maintenance and some minor repairs may require the use of a tool, chemicals etc. Your bus is a large, and potentially hazardous piece of machinery. These safety procedures should also be considered when operating the bus, and any machinery on the bus (i.e. automated lifts).

- A. **Manufacturers supply manuals with machinery.** Read the manuals and become completely familiar with the equipment before using it, paying particular attention to the potential hazards of each piece of machinery. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it.
- B. **Learn safeguarding techniques for each machine.** Become familiar with the purpose and nature of each required guard, and how to inspect and use the guards. Do not remove the guards without the approval of your supervisor.
- C. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor.
- D. **Review the Personal Protective Equipment (PPE) required for safe use of each machine.** Become familiar with and wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.
- E. **Be aware of the non-mechanical hazards.** Recognize other potential hazards; they include noise (wear hearing protection if recommended), possible chemical splashing, sparking, and excessive heat.
- F. **Keep the area in and around the machine neat and well lit.** Poor housekeeping and lighting are factors in a number of machine injuries. Any limitations to vision or mobility are potentially dangerous.
- G. **Follow lockout/tag out procedures when performing maintenance.** Review the procedures with your supervisor before disconnecting the machine from its source of power. Stay in control of that source of power – through either a lock or tag – while working on the machine.

Electrical Repairs Safety Rules

- A. **Take charge of the source of power.** Disconnect the fixture or equipment from its source of power and make sure it cannot be electrified without your knowledge and consent. Install your own padlock on the circuit breaker panel or lever to ensure that you have control over the electrical supply system. If it is not possible to lock the panel, post a sign stating "Person at Work". Remove the padlock or sign when the task is completed.

- B. **Do not perform electrical repairs around water.**
- C. **Never put your hands into an area that you cannot see.** Live wires may be there.
- D. **Always replace a fuse with one that is of the same type and size.**
- E. **All electrical installations should be made in compliance with the National Electric Code.**

Bus Yard/ Shop Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store chemicals safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Store flammable materials in a properly vented flammable liquids cabinet away from sources of ignition like hot water heaters.
- B. **Store your tools safely.** Each tool should have its place in the storeroom. The tools should only be stored after inspecting them for safety hazards and cleaning them. Check electrical tools for frayed wires and defective plugs. Make sure the ground plug is in place. Cords should be neatly wrapped and secured on the tool. Keep extension cords in good repair.
- C. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- D. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- E. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

Wheelchair Loading and Unloading

If you have passengers who require special loading and unloading procedures, be sure you know the proper way to move, secure and respond to the special needs of your passengers.

- A. **Know your equipment.** There are many different types of lift gates, ramps, and safety devices on school busses. Be sure you know the capacity, and proper operating procedures for each piece of equipment you use.
- B. **Tie it down properly.** Always use proper procedures when restraining wheelchairs. Always use the correct four-point restraint system for any wheelchair/ passenger you intend to transport.

CODES OF SAFE PRACTICES – CUSTODIANS

Personal Safety Rules

Often custodians work alone at night. Special precautions must be taken against unwanted visitors.

- A. **Pay attention to your surroundings.** Custodial work can become routine and your attention may waver. You must keep alert and aware of what is going on around you.
- B. **Work in a well-lit area.** Make sure security lighting is functioning properly. Replace burnt bulbs and clean lenses when necessary. Report inoperative outside security lights to your supervisor. Adjust cleaning schedules to include unlit areas during daylight hours when possible. Obtain a flashlight if it would be useful.
- C. **Know where co-workers are working.** Know where to get help if you need it. To communicate with co-workers, custodians can use two-way radios. Just the sight of the radio may be a deterrent to unwanted visitors.
- D. **Get help with heavy or awkward objects.** Don't try to do a job by yourself if it requires two people to do it safely.
- E. **When working inside, make sure entrances are secured.** Check doors to make sure they are locked from the inside when cleaning interiors. Make sure you can promptly exit the room in an emergency.
- F. **Use good judgment.** You are not a police officer or security guard. Only approach unwanted visitors when you feel comfortable doing so. Don't hesitate to call 911 for help.

Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A misplaced broom or mop may cause you to trip and injure yourself. Improperly stored cleaning supplies can cause serious injuries. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store supplies safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Flammable cleaning supplies must be stored away from sources of ignition like hot water heaters.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- C. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical

rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.

- D. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.
- E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

Electrical Powered Tool Safety Rules

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think "safety" when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.

- B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.
- D. **Charging batteries can be dangerous.** Take special precautions when charging batteries on electric carts. Read the manual before beginning. Charge the batteries only in a well-ventilated area away from any sources of ignition and where there is an eye wash station and deluge shower.
- E. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

Fuel Powered Tool Safety Rules

These tools have potential risks that must not be ignored. Oscillating blades on hedge trimmers can cut and maim. High velocity air from blowers can kick up dust and debris into the eyes and lungs. The cutting surfaces of chain saws are capable of gnawing chunks of skin and bone. Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.
- B. **Take care when refueling and storing the equipment.** Using a safety can, refuel on a hard surface in a well ventilated area. Refuel when the tool or equipment is cool and let the piece cool before transporting and storing it. If storing for long periods, drain the liquids. Fuel must be kept in and dispensed from an Underwriters Laboratory (UL) listed safety container and stored in a properly vented flammable liquids cabinet.
- C. **Prepare the tool and yourself for work.** Examine the equipment for safety defects before you use them. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear

protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).

- D. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Be mindful of pedestrians, wire fences and objects hidden in the grass and hedges. Shut off the tool when not using it. Remember, hot tools can cause severe burns.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Riding Equipment Safety Rules

Not only the operator of riding equipment is at risk, but also other staff and students in the area. Awareness of safety must be high at all times when using this equipment.

- A. **All riding equipment comes equipped with manuals.** Read the manuals and become completely familiar with the equipment before using it. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice on a small area before taking the equipment out on the job.
- B. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor. Wear protective clothing. (See Protective Clothing Reference Chart).
- C. **Avoid hazards while operating the equipment.** Before you start to use the equipment clear the work area of potential hazards. Check the area for rocks and small objects that could be hurled by the blades. Remove other obstructions. Designate the work areas with safety cones or barrier tape when possible.
- D. **Keep alert.** While using some riding equipment, it is possible to lose concentration. You must guard against becoming unaware of your surroundings. Keep staff and students at a safe distance from the equipment and work area. Never allow other riders on the equipment when you are operating it. Students are never allowed on any riding equipment.
- E. **Do not leave the equipment unattended.** After turning off the equipment according to the manual instructions, remove the ignition key. The equipment must never be left unattended in an area where students have access – children may think it is an interesting toy, not the potentially dangerous piece of equipment it is.
- F. **Follow shutdown instructions in the manual.** Carefully follow the post-operating instructions contained in the manual. Always clean the equipment after use and store it in a secure area.

PROTECTIVE CLOTHING REFERENCE CHART

Note: This is a general reference chart only. Always consult the tool/equipment manual or your supervisor for the required protective clothing before using any tool or equipment.

TOOL/EQUIPMENT	Hard Hat	Goggles	Gloves	Hearing	Mask
LINE TRIMMER		X	X	X	
EDGER		X	X	X	
HEDGE TRIMMER		X	X	X	
CHAIN SAW	X	X	X	X	
BLOWER		X	X	X	X
PRESSURE WASHER			X	X	
POWER AUGER			X	X	
TRENCHER			X	X	
LITTER VACUUM			X	X	
ROTOTILLER			X	X	
PAINT STRIPER		X	X	X	X
MOWERS (WALK BEHIND)		X	X	X	
EQUIPMENT (RIDING)			X	X	
PESTICIDE/HERBICIDES		X	X		X
ELECTRIC POWER TOOLS		X	X	X	X
AR= As recommended in manual					
OTHER TOOLS/EQUIPMENT	AR	AR	AR	AR	AR

CODES OF SAFE PRACTICES – FOOD SERVICE WORKERS

General Kitchen Safety Rules

- A. Be aware of where you are walking. Trip and slip hazards are common in the kitchen. Always put out “Caution, Wet Floor” signs before damp mopping a hard surface floor. Always mop up liquid spills immediately.
- B. Be aware of the location of the nearest fire extinguisher. It may come in handy. Read the instructions on the fire extinguisher now, before you need to use it.
- C. Watch out for other employees who may be daydreaming, in a hurry, or engaging in horseplay. All of those behaviors jeopardize both their own safety and yours.
- D. Know the general layout of the kitchen and the location of the nearest exit in case you have to leave the area in a hurry.
- E. Assume heat-producing equipment, such as stoves and steamers, are hot.
- F. Don’t use wet potholders or mittens. The moisture will transmit heat to your hands.
- G. Water and hot grease can be a burn hazard. Don’t put a wet basket into a hot deep fryer. This could cause splattering which results in a burn.
- H. Be cautious of loose clothing when operating equipment. It could get caught in the equipment.
- I. Be sure others are aware of what you are doing. This awareness could help prevent accidental or careless movements that could result in an injury.
- J. Rolling carts should be pushed, not pulled. If carts don’t move easily, inspect the wheels for damage. Be aware of cracks and bumps when pushing carts on asphalt or cement. Don’t overload carts and don’t load them top heavy.

Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A misplaced broom or mop may cause you to trip and injure yourself. Improperly stored food and cleaning supplies can cause serious injuries. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store supplies safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Flammable cleaning supplies must be stored away from sources of ignition like hot water heaters. Cleaning supplies and food must always be stored separately.
- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.

- C. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- D. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an "A" frame ladder in this situation – it's not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. "A" frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.
- C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.
- D. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

Tools/Equipment Safety Rules

Because you use your tools and equipment daily, you can begin to take them for granted. This is a safety hazard to be avoided. Always think "safety" when using kitchen tools and equipment.

- A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.
- B. **Prepare both the equipment and yourself for work.** Examine the tool/equipment for safety defects before you use it. Check electrical cords for frayed wires and

defective plugs. Make sure the ground plug is in place. Keep safety guards in place at all times. Make sure the ground fault interceptor is working properly. Wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.

- C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. When working with electric equipment, make sure your hands are dry. Do not stand on a wet floor when inserting the plug into or pulling the plug from the electric receptacle. Be mindful of pedestrians and your surroundings. Students should not be allowed to operate tools or equipment.
- D. **Keep tools and equipment clean.** Always unplug electric equipment before cleaning it. Store tools, like knives and other utensils, in a place designated for the tools.
- E. **Report any inoperative or unsafe equipment to your supervisor.** Take any unsafe equipment out of service until it can be repaired or replaced.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.

- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

CODES OF SAFE PRACTICES – MAINTENANCE WORKERS

Electrical Repairs Safety Rules

- A. **Take charge of the source of power.** Disconnect the fixture or equipment from its source of power and make sure it cannot be electrified without your knowledge and consent. Install your own padlock on the circuit breaker panel or lever to ensure that you have control over the electrical supply system. If it is not possible to lock the panel, post a sign stating “Person at Work”. Remove the padlock or sign when the task is completed.
- B. **Do not perform electrical repairs around water.**
- C. **Never put your hands into an area that you cannot see.** Live wires may be there.
- D. **Always replace a fuse with one that is of the same type and size.**
- E. **All electrical installations should be made in compliance with the National Electric Code.**

Plumbing Repairs Safety Rules

- A. **Be careful with P.V.C cement.** When using P.V.C cement, make sure the work area is well ventilated and there are not sources of ignition nearby. Always wash your hands after using P.V.C cements and solvents.
- B. **Inspect the immediate work area prior to performing brazing operations.** Ensure that no flammable liquids or combustible materials are present.
- C. **Ensure that a fire extinguisher is available.** If brazing is done in or near wall studs or other flammable material, a Class A portable fire extinguisher should be immediately available.

Ladder Safety Rules

- A. **Use a straight ladder if you must lean the ladder against a support.** Avoid using an “A” frame ladder in this situation – it’s not the right equipment for the job. Metal ladders must not be used near exposed electrical circuits or power lines. “A” frame ladders are safest if they are ten feet or less in length – never use one over 20 feet long.
- B. **Inspect the ladder before you use it.** No ladder is safe if it is missing rungs, if the rungs or rails are defective, or if it is in a weakened condition. Wood ladders should be inspected for side rails that are cracked or split, and sharp edges or splinters on cleats, rungs or side rails. Make certain spreaders can be locked in place. Be sure

straight ladders have safety feet. If a ladder cannot be repaired, dispose of it promptly.

C. **Set up your ladder safely.** If you must set up a ladder in a traffic area, use a barricade or guard to prevent unexpected collisions. Lock or block any nearby doors that open toward you. Keep the area around the ladder base uncluttered. Avoid side-to-side tilting by resting your ladder base on a solid, level surface. When using a stepladder, make sure it's fully open and its spreader is locked. Position a straight ladder at a four-to-one ratio – means every four feet of the ladder's length to one foot away from the support point. Never lean a ladder against an unstable surface.

D. **Climb and descend ladders cautiously.** Face the ladder and hold on with both hands. If you need tools, carry them in a tool belt or raise and lower them with a hand line. Don't take a chance on slipping – check ladder rungs and the bottoms of your shoes for slippery substances. Take one step at a time and don't skip steps.

E. **Use common sense when working on ladders.** Never reach or lean too far to either side. To maintain your balance, keep your belt buckle between the ladder rails. Don't climb higher than the second tread from the top on a stepladder or the third rung from the top on a straight ladder. Only one person may be on a ladder at a time. Don't place tools on the rungs or top of the ladder.

Electrical Powered Tool Safety Rules

Tools can save time and make your job easier, but each power tool has potential risks that must not be ignored. Because you use your tools daily, you can begin to take them for granted. Always think “safety” when using your tools.

A. **Manufacturers supply manuals with tools and equipment.** Read the manuals before you use the equipment. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it. Practice using the equipment before you begin a large-scale job.

B. **Prepare the equipment and yourself for work.** Examine the tools for safety defects before you use them. Check electrical cords for frayed wires and defective plugs. If an extension cord is required, make sure the gauge of wire in the cord is compatible with the power supply and tool. Make sure the ground plug is in place. Examine the tool for cracks and safety defects. Check for loose or missing bolts and knobs. Keep safety guards in place at all times. Wear protective clothing provided by your supervisor and recommended by the equipment manufacturer (See Protective Clothing Reference Chart).

C. **Avoid hazards while operating equipment.** Clear the work area of trip, slip, and fall hazards and things that might get in your way while working. Designate the work areas with safety cones when possible. Keep a tight grip on the equipment, and position the tool comfortably close to your body. Be mindful of others around you. Always shut off the tool when you are not using it and disconnect it from the power supply.

- D. **Report any inoperative or unsafe equipment to your supervisor.** Take unsafe equipment out of service until it can be repaired or replaced.

Lifting Rules

It is just as important to keep your body in shape for the task as it is any other tool you use for other jobs. You can injure yourself just as easily lifting light objects as you can lifting heavier ones if you don't lift properly and your "tool" is not in shape for the job. Lifting is a thinking person's job.

- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

Machinery Safety Rules

- A. **Manufacturers supply manuals with machinery.** Read the manuals and become completely familiar with the equipment before using it, paying particular attention to the potential hazards of each piece of machinery. Keep the manuals handy for future reference. Have an experienced operator provide instructions and a demonstration of the equipment before you use it.

- B. **Learn safeguarding techniques for each machine.** Become familiar with the purpose and nature of each required guard, and how to inspect and use the guards. Do not remove the guards without the approval of the maintenance supervisor.
- C. **Prepare the equipment and yourself for work.** Thoroughly inspect the equipment prior to using it (most equipment manuals have inspection checklists). Make sure all the factory installed safety devices are operating properly, and don't use the equipment if they are not. Immediately report all equipment faults to your supervisor.
- D. **Review the Personal Protective Equipment (PPE) required for safe use of each machine.** Become familiar with and wear the protective clothing provided by your supervisor and recommended by the equipment manufacturer.
- E. **Be aware of the non-mechanical hazards.** Recognize other potential hazards; they include noise (wear hearing protection if recommended), possible chemical splashing, sparking and excessive heat.
- F. **Keep the area in and around the machine neat and well lit.** Poor housekeeping and lighting are factors in a number of machine injuries. Any limitations to vision or mobility are potentially dangerous.
- G. **Do not wear loose fitting clothes or jewelry.** Long hair also needs to be confined.
- H. **Follow lockout/tagout procedures when performing maintenance.** Review the procedures with your supervisor before disconnecting the machine from its source of power. Stay in control of that source of power – through either a lock or tag – while working on the machine.

Storeroom Safety Rules

An overcrowded, unorganized storeroom is an accident about to happen. A neat, clean storeroom can greatly reduce the potential for accidents.

- A. **Store chemicals safely.** All chemical containers must be properly labeled. Store chemicals according to instructions on container labels. Be aware of where the Safety Data Sheets (SDS) are kept for all the chemicals you use. Store flammable materials in a properly vented flammable liquids cabinet away from sources of ignition like hot water heaters.
- B. **Store your tools safely.** Each tool should have its place in the storeroom. The tools should only be stored after inspecting them for safety hazards and cleaning them. Check electrical tools for frayed wires and defective plugs. Make sure the ground plug is in place. Cords should be neatly wrapped and secured on the tool. Keep extension cords in good repair.

- C. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower. Be careful not to overload shelves.
- D. **Electrical/water heater rooms are not storerooms.** Rooms with electrical panels are not designed as storerooms. However, if electrical rooms must be used for storage, make sure there is clear area at least 36" from electrical panels. Electrical rooms must be free of all liquids. A water heater is a source of ignition. Don't store flammable materials in rooms with water heaters.
- E. **Keep it neat.** Keep at least one aisle of your storage areas open at all times. Protruding nails, and torn or sharp corners can cause serious cuts and bruises. Remove or pad them. Be alert to the careless actions of others.

CODES OF SAFE PRACTICES – NOON-TIME SUPERVISORS

General Safety Rules

- A. **Be aware of your surroundings.** Be sure to check in at the office before going to your assigned location. In case of emergency, someone should be able to find you. Only enter areas where you have been authorized to visit.
- B. **Carry a source of immediate communication.** Keep a walkie-talkie or cell phone on your person. Make sure it is charged and ready to use at all times.
- C. **Be aware of strangers.** Report unauthorized visitors immediately.
- D. **Be aware of where you are walking.** Walk on walkways, pathways and designated routes and avoid un-level or cracked pathways, if possible.
 - 1. When assisting in the playground, watch for gopher holes, clumps of grass and muddy areas. Wear good shoes with rubber soles and good traction.
 - 2. Trip and slip hazards are common in the kitchen. Always put out “Caution, Wet Floor” signs before damp mopping a hard surface floor. Always mop up liquid spills immediately.
 - 3. Walkways both outdoors and indoors should be kept free of standing water or sand to avoid slipping hazards and notify maintenance for corrections.
- E. **Keep latex gloves on hand.** Gloves are required whenever contact with bodily fluids is possible.
 - 1. Wear latex gloves and other appropriate personal protective equipment.
 - 2. Remove visible soil with a detergent solution. Rinse in water.
 - 3. Wash area with or dip toys in a sanitizing solution, e.g., bleach water or EPA approved solution. Bleach water is ¼ cup bleach to 1 gallon of water. The solution must be mixed fresh daily to ensure the solution is not weakened by the evaporation of chlorine. Air dry.
 - 4. Remove gloves and wash hands immediately.
- F. **Noon aides are required to renew first aid certifications and CPR certifications on a regular basis.**

These certifications must be current.

 - 1. First aid assistance should be done using latex gloves and other appropriate personal protective equipment.
 - 2. After removing the gloves properly to ensure not to contaminate yourself or the surrounding areas, wash your hands.
 - 3. If clothes are contaminated, then remove clothing immediately and wash skin area with soap and water.
 - 4. Always report first aid assistance.
- G. **Aides are encouraged to wear comfortable clothing and shoes with rubber soles.**

- H. **Report faulty equipment.** If Aides become aware of a faulty piece of equipment, indoors or outdoors, it should be taken out of service immediately and reported to appropriate individuals.
- I. **Familiarize yourself with the emergency exit procedures.** An emergency plan should be posted near the evacuation emergency exit. Ask what your role will be in assisting in assembly or evacuation. Learn your role in of how to exit the room, the evacuation route and where they are to assemble after.
 - 1. Watch out for other employees who may be daydreaming, in a hurry, or engaging in horseplay. All of those behaviors jeopardize both their own safety and yours.
 - 2. Know the general layout of the area you have volunteered for and know the location of the nearest exit in case you have to leave the area in a hurry.
- J. **Be aware of the location of the nearest fire extinguisher.** Know your responsibilities in case of emergency and only use if authorized. Fire extinguishers should be located near the exit door used for evacuation.
 - 1. Assist in keeping this area clear from obstructions and should always be readily available.
 - 2. Don't post notices and decorative paper that may obscure its location.
 - 3. Report discharged or expired fire extinguishers.

Lifting Rules

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- A. **Before you lift something, prepare yourself and plan the move.** Make sure you are limber and physically fit enough to do the task safely. Daily exercises will keep your body ready for lifting and help you feel better. Size up the load to make sure you can handle it safely. If you think the load is too bulky or too heavy, ask someone to help you or try to break it up into smaller, more manageable loads. Use a hand truck or dolly if necessary. Plan your route and make sure the path is clear of trip, slip, and fall hazards.
- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.

- D. **Push, don't pull.** Whenever you have to move something that's on a cart, a dolly, or a hand truck, push the load. Pushing puts less strain on your back.
- E. **Don't store heavy objects higher than your waist.** If heavy objects aren't stored higher than your waist then you won't have to lift them higher than your waist. Lifting objects overhead puts a lot of undue stress on your back. It's one of the surest ways to injure your back.
- F. **Lift like a pro and avoid the pain.** Learning how to lift and carry safely is one of the most important things you can do for your back. It's not hard to put these suggestions to use, and the payoffs will be well worth the time and effort you put into it.

CODES OF SAFE PRACTICES – TEACHERS/AIDES

General Classroom Safety Rules

- A. **Be aware of where you are walking.** Trip and slip hazards – stacks of paper or boxes, for example, or recently polished and slick floors, or extension cords – are common in the classroom.
- B. **Be aware of the location of the nearest fire extinguisher.** It may come in handy. Read the instructions on the extinguisher now, before you need to use it.
- C. **Familiarize yourself with the emergency exit procedures.** An emergency plan must be posted near the classroom exit to notify all employees and students of how to exit the room, the evacuation route and where they are to assemble after.
- D. **Chairs are not step stools.** Don't use them for that purpose. Use a step stool or ladder when reaching for elevated supplies and materials.
- E. **Electric extension cords are to be used only as a temporary source of power.** Extension cords should be unplugged, rolled up and stored immediately after use. Improper use of electricity is the second most common cause of fires in schools.
- F. **Flammable and combustible liquids may not be stored in classrooms.** These liquids are the third most common cause of school fires.
- G. **Be cautious with flammable materials.** They may not be attached to windows and doors and no more than 25% of all the wall space may be covered with flammable materials. Window coverings, drapes and curtains may not be installed unless they meet the Fire Marshall's fireproofing requirements. Keep decorations for holidays only.

Office Ergonomic Safety Rules

Teachers and Aides don't spend the majority of time at their desks using the computer, but they still need to be aware of Repetitive Motion Injuries (RMI) and should take the following steps to reduce the chance of such an injury.

- A. **Complete a workstation ergonomic evaluation.** If available, utilize an in-house resource to complete the evaluation or complete a self-evaluation (checklist attached).
- B. **Make the necessary adjustments to your chair.** Most chairs will have at least two or three adjustment levers to use to change the height and tilts of the seat and backrest. Adjust the chair so you can achieve the most comfortable typing position.
- C. **Take the weight on your feet.** Ensure that your feet rest on the ground so that not all the weight is on your lower back. If your feet do not reach the ground, utilize a footrest.

- D. **Type with your wrist at a neutral position.** Adjust the height of chair and keyboard to ensure that, while typing, the shoulders are relaxed, there is a 90-degree angle at the elbow, and the wrist is in a flat position (i.e. no raising or lowering of the wrist from the forearm in order to reach the keys).
- E. **Avoid neck and eye strain.** Position the monitor directly in front of you at a distance with its top at eye level. Keep the monitor between 18" and 24" from the eye, and place it at a right angle to the window. If you are entering data from a document, prop the document up or, better still, place it at eye level with the use of a document holder.
- F. **Keep the mouse close.** Avoid having to reach either up or out to use the mouse. If possible it should be kept next to and at the same height as the keyboard. Hold the mouse gently and move it with the arm rather than the wrist.
- G. **Take your breaks.** Take micro-breaks from typing for 2-3 minutes every half-hour and stop typing for ten minutes after typing uninterrupted for 2 hours. If possible, get outside during breaks for some valuable fresh air and, during the day, regularly stretch the hands, arms and back.

Office Equipment Safety Rules

- A. **Electric Powered Equipment can be a shock hazard.** Periodically, check the equipment for frayed cords and defective plugs. Never clean or service electric powered equipment with the power on; always disconnect the equipment from the power source. Don't use the equipment with wet hands or while on a damp floor.
- B. **Shut off electrical equipment.** Before leaving the classroom, be sure electrical equipment, like audiovisual equipment, is shut off and unplugged.
- C. **Be careful with paper cutters.** Cutters should only be used on a level, unobstructed and clear surface. The finger guard must be in place before using the cutter. The lever should be put down and in the locked position when it is not being used.
- D. **Photocopy machines could be harmful to the eyes.** These machines emit an extremely bright light. Always make sure the machine cover is down when operating it.
- E. **Close file cabinet and desk drawers when not in use.** File cabinets are unstable with the drawers open and a co-worker or student could walk into an open drawer.
- F. **Do not change a burnt out projection bulb when the projector is still hot.** Disconnect the projector and wait for it to cool before changing the bulb.

Materials Storage Safety Rules

- A. **Store materials in an organized way.** Do not overload shelves and drawers. Do not store materials on top of cabinets. Materials may not be stored within 36" of the ceiling.

- B. **Weight can be a safety hazard.** Heavier items should be stored on the lower shelves at about chest height or lower.
- C. **Place cabinets and shelves away from room exits.** They could fall over and block the exit.
- D. **Keep aisles and passageways free of materials.** As well as being a trip and fall hazard, they could also impede a quick exit in an emergency.
- E. **Keep the storeroom neat.** Everything should have its place in the storeroom. Avoid placing old boxes and files in there on a permanent basis and keep clutter to a minimum.

Lifting Rules

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- B. **Use proper body mechanics when lifting.** Stand close to the object with your feet about shoulder width apart. Squat down, bending at the hips and knees. Keep your back straight. As you grip the load, arch your lower back inward by pulling your shoulders back and sticking your chest out with chin tucked in. Be sure to keep the load close to your body. When you set the load down, squat down, bending at the hips and knees, keeping your lower back arched in.
- C. **Turn, don't twist.** Twisting is not the thing to do. Instead of twisting, turn your whole body in the direction that you want to go. Twisting when carrying a load puts a lot of undo stress on your back.
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OFFICE WORKSTATION EVALUATION

Date:
Employee Name:
Location:
Reason:

Evaluator:
Title:
Department:
Hours a day at VDT:

CHAIR

	<i>Yes</i>	<i>No</i>
Does employee know how to make adjustments to chair position?	<input type="checkbox"/>	<input type="checkbox"/>
Is employee sitting at a height they find comfortable?	<input type="checkbox"/>	<input type="checkbox"/>
Are employee's feet resting on the floor?	<input type="checkbox"/>	<input type="checkbox"/>
(If not, is there a footrest available?)	<input type="checkbox"/>	<input type="checkbox"/>
Is the backrest at an angle and height that provides optimum lumbar support?	<input type="checkbox"/>	<input type="checkbox"/>
Does employee use backrest while typing (i.e., no tilting forward)?	<input type="checkbox"/>	<input type="checkbox"/>
Are thighs parallel to the floor or better still, sloping down slightly?	<input type="checkbox"/>	<input type="checkbox"/>
Is there pressure on the back of the employee's knees?	<input type="checkbox"/>	<input type="checkbox"/>
Are armrests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

KEYBOARD

	<i>Yes</i>	<i>No</i>
While typing, are upper arms within contact of torso?	<input type="checkbox"/>	<input type="checkbox"/>
Are shoulders relaxed?	<input type="checkbox"/>	<input type="checkbox"/>
Are forearms parallel to the floor (i.e., 90° angle at the elbow)?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrists and hands straight and in-line with the forearm?	<input type="checkbox"/>	<input type="checkbox"/>
Are wrist rests used just for rest periods, and not while typing?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

MONITOR

	<i>Yes</i>	<i>No</i>
Is the top of the monitor at or slightly below eye level?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor between 18 and 24 inches from the eyes?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor directly behind keyboard?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor clean and free of glare?	<input type="checkbox"/>	<input type="checkbox"/>
Is monitor at right angles to windows?	<input type="checkbox"/>	<input type="checkbox"/>
Is a document holder used when appropriate?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

KEYING/MOUSE TECHNIQUE

	<i>Yes</i>	<i>No</i>
Is a light keying touch used?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee move arms, not wrists when reaching for distant keys?	<input type="checkbox"/>	<input type="checkbox"/>
Do the hands and wrists "float" over the keys?	<input type="checkbox"/>	<input type="checkbox"/>
Is the numeric pad used for cursor control?	<input type="checkbox"/>	<input type="checkbox"/>
Are keystroke alternatives used instead of the mouse whenever possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse held gently (instead of the death grip)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse moved with the arm rather than the wrist?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse as close to the keyboard as possible?	<input type="checkbox"/>	<input type="checkbox"/>
Is the mouse switched periodically to the other hand?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a light touch when clicking?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

SCHEDULE/BREAKS/EXERCISE

	<i>Yes</i>	<i>No</i>
Has employee recently worked more than 8 hours a day for an extended period?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stop typing for 10 minutes after typing uninterrupted for 2 hours?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee take micro breaks (2-3 minutes) every half-hour?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee vary their posture regularly during the day?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee stand up and walk around during the micro breaks?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee regularly stretch (particularly the hands and wrists)?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee focus on distant objects at least every 7 minutes?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

DESK ORGANIZATION

	<i>Yes</i>	<i>No</i>
Is the floor around the desk cluttered (preventing leg movement)?	<input type="checkbox"/>	<input type="checkbox"/>
Is the desktop cluttered (resulting in cramped typing positions)?	<input type="checkbox"/>	<input type="checkbox"/>
Is other needed equipment (e.g., 10-key machine) accessible without reaching?	<input type="checkbox"/>	<input type="checkbox"/>
Does the employee use a headset if required to use phone while typing?	<input type="checkbox"/>	<input type="checkbox"/>
Is there minimal reaching above the shoulder and below the waist?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

OTHER

	<i>Yes</i>	<i>No</i>
Does the employee feel informed about the hazards of computer use?	<input type="checkbox"/>	<input type="checkbox"/>
Are they knowledgeable about controlling those hazards through correct workstation setup, modifying their schedule, and using better technique?	<input type="checkbox"/>	<input type="checkbox"/>
Do they know the procedure for reporting physical problems?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Adjustments/Equipment Needed:

**ESTABLISHMENT OF ACCOUNT
GOOD FAITH DEPOSIT CUSTODIAL AGREEMENT**

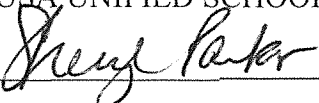
This Agreement dated as of April 16, 2015 has been entered into by and between Colusa Unified School District (the “Issuer”) and Zions First National Bank (“Zions Bank”). Issuer has appointed Zions Bank to act as the Custodian (“Custodian”) for the Colusa Unified School District (Colusa County, California) General Obligation Bonds, Election of 2014, Series 2015 Good Faith Custodian Account (the “Custodian Account”) into which Issuer will deposit its good faith deposit for the Colusa Unified School District (Colusa County, California) General Obligation Bonds, Election of 2014, Series 2015 (the “Bonds”). This Agreement sets out the terms and conditions of said appointment.

Issuer and Zions Bank agree as follows:

1. The Custodian will create an account to be named the Colusa Unified School District (Colusa County, California) General Obligation Bonds, Election of 2014, Series 2015 Good Faith Custodian Account to be held by the Custodian solely for the purposes as set forth in this Agreement. The funds in this account are to be applied as specified in the Issuer’s authorizing resolution and at the direction of the Issuer.
2. Funds in the amount of \$59,000.00 are to be delivered to Custodian by whichever underwriter provides the lowest bid on the Bonds at a public sale on or about April 16, 2015. Issuer will notify the Custodian of any additional deposits at least one day prior to the date of deposit. All deposits will be made in immediately available funds. Issuer directs that the amount of the good faith deposit be transferred per the Closing Wire Instructions Memorandum to be provided by Government Financial Strategies before the closing date of the Bonds.
3. The Custodian shall hold the funds uninvested.
4. Issuer acknowledges that to the extent regulations of the Comptroller of the Currency or other applicable regulatory entity grant Issuer the right to receive brokerage confirmation of security transactions as they occur, Issuer specifically waives receipt of such confirmations to the extent permitted by law.
5. For so long as the account remains open, the Custodian shall provide Issuer with a monthly statement showing all receipts and disbursements.
6. Any balances remaining in this account upon termination shall be withdrawn and transferred to or as directed by Issuer.
7. This agreement may not be effectively amended, changed, modified or altered without the written consent of the Custodian.
8. This Agreement shall terminate on the closing date of the Bonds, anticipated to be on May 5, 2015, or earlier as directed in writing by Issuer.

The liability of Zions Bank as Custodian is limited to the duties as specifically set forth in this agreement. The Custodian will not be liable for any action taken or neglected to be taken by it in good faith in any exercise of reasonable care and believed by it to be within the discretion of power conferred upon it by the Agreement.

ISSUER: COLUSA UNIFIED SCHOOL DISTRICT

By: 

Name: Sheryl Parker

Title: Chief Business Official

ZIONS FIRST NATIONAL BANK
as Custodian

By: _____
Authorized Officer

Colusa Unified School District
745 Tenth St.
Colusa, CA 95932
Resolution #2014-15.11

APPROVAL OF SENIORITY LIST

WHEREAS, California Education Code Section 45308 states that classified employees shall be subject to layoff for lack of work or lack of funds;

WHEREAS, the District Superintendent has recommended to the Governing Board that the following services be reduced:

1. One .71875 FTE Para Educator (5.75 hours)

WHEREAS, a classified employee's seniority is determined by the date of hire within each classification;

WHEREAS, the Superintendent has previously reviewed the existing personnel records of each classified employee holding an Attendance Clerk/Office Assistant position for the purpose of determining the classified employee's original hire date within the class and lower classes;

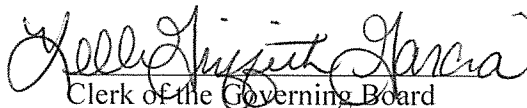
WHEREAS, the Superintendent has prepared a seniority list setting forth the seniority of each classified employee and his/her hire date;

NOW THEREFORE BE IT RESOLVED, that the classified employee seniority list attached hereto as Exhibit "A" and incorporated herein by this reference, is adopted by this Governing Board as the true and correct seniority list for the classified employees holding Attendance Clerk/Office Assistant positions within this District.

PASSED AND ADOPTED this 21st day of April, 2015, by the following vote:

AYES: 5
NOES: 0
ABSENT: 0


Governing Board President


Clerk of the Governing Board

Position	HRS	Date of Hire	Transfer to Another Class
Paraeducator			
Hall, Leslie	3.5	2/1/81	
Stegall, Linda	3.5	9/1/81	
Zoller, Doris	3.5	1/26/85	
Erisey, Paige	3.5	8/28/89	
Apaseo, ToniAnn	3.5	9/24/96	9/27/99
Fisher, Linda	3.5	9/24/96	
Rangel, Antonia	3	11/2/98	8/17/00
Kraft, April* Orig 1999	3.5	8/18/99	1/24/08
Ryan, Sally	3	11/1/04	
Ferreira, Cuca	3.5	11/1/04	
Hughes, Maribel	3.85	1/16/07	8/13/11
Rangel, Antonia-ases	3.42	8/1/07	
Altamirano, Carmen-ases	1.6	8/1/08	
Britt, Rene	3.5	8/6/08	
Elquez, Margie	3.6	8/11/08	
Villegas, Wendy	3.35	8/26/08	
Wolf, Becky	3.55	10/18/10	
Montejano, Lisset	3.75	8/28/12	
Hernandez, Monica	3.35	8/28/12	
Ryan, Sally	2.92	5/31/13	
Rangel, Antonia	1.5	5/31/13	
Kraft, April * Orig 1999	3.5	10/15/13	
Garcia, Gloria	3.6	2/24/14	
Bagley, Staci	3.6	3/18/14	
VACANT-BPS	4.5		
Echavarria, Raymond	4	8/11/14	
Harakh, Brandon	4	8/11/14	
Baser, Alyssa	2.8	8/11/14	
Critchfield, Molly	3.55	8/11/14	
Morgan, Juanita	2.9	9/11/14	
Miler, Teia	5.75	10/27/14	
Flores, Carlos	3	1/21/15	
BECKY WOLF 39 MONTH REHIRE as of 11/25/2013			
Bilingual Paraeducators			
Hicks, Rosemary	6	9/1/77	8/1/03
Altamirano, Carmen	6	6/26/94	
Villanueva, Lupe	5	1/27/14	
Computer Lab Asst.			
No employees in this position			
Attendance Clerk/Office Assistant			
Meyers, Lorie	8	10/11/88	1/4/93
Andreotti, Maureen	3.92	11/2/93	
Thomsen, Linda	8	8/23/94	11/20/95
Reece, Barbara	3.92	8/25/95	5/15/00
Seaver, Gay	2	12/1/95	8/19/00
Landreth, Rhondra	8	11/3/97	
Apaseo, ToniAnn	4	9/27/99	
Coffman, Stephanie	3	9/27/99	
Rangel, Antonia *	3	8/17/00	5/31/13
Ryan, Sally *	2.92	12/13/00	5/31/13
Toni Apaseo granted higher seniority than Stephanie Coffman by CSEA/CUSD due to holding perm status as Para where Stephanie has not held another position.			
*39 Month Rehire List for Attendance Clerk/Office Asst.			
Administrative Asst			
Meyers, Lorie	7.5	1/4/93	
Thomsen, Linda	7.5	11/20/95	
Reece, Barbara	7.5	5/15/00	
Hicks, Rosemary	7.5	8/1/03	
Career Center Technician			
Seaver, Gay	8	8/19/00	
Account Clerk			
Weldon, Terry	8	7/16/07	
Bilingual Liaison			
Lupe Espindola	8	8/6/12	
Computer Technician			
No Employees in this Position			
Vehicle Maintenance			
No Employees in this Position			

Position	HRS	Date of Hire	Transfer to Another Class
Cafeteria Assistant (I)			
Seaver, Gay	1.92	10/1/92	8/19/00
Mahorney, Donna	4	8/23/94	2/1/99
Rangel, Antonia	2	8/17/00	12/22/05
Vazquez, Estela	5.75	1/24/00	
Coronado, BettyAnn	5.75	12/12/01	4/20/13
Duron, Lesha	5.75	2/5/07	7/1/13
Vazquez, Cristina	5.5	8/19/08	7/1/13
Rodolico, Bobbie	4	10/22/09	7/1/13
Michel, Natalie	4.5	8/13/12	7/1/13
Fusaro, Lora	3	8/12/13	
Cox, Micheal	3	1/30/15	
Cafeteria Assistant II			
Duron, Lesha	5.75	7/1/13	
Vazquez, Cristina	5.5	7/1/13	
Rodolico, Bobbie	4	7/1/13	
Michel, Natalie	4.5	7/1/13	
Cafeteria Cook			
Critchfield, Mary	7.5	1/1/90	
Mahorney, Donna	7.5	2/1/99	
Coronado, BettyAnn	7	4/20/13	
Bus Driver			
No Employees in this Position			
Custodian			
Salazar, Aurora	8	9/18/95	
Gomez, Victor	8	5/19/97	11/1/98
Schantz, Nick	8	10/28/97	9/1/98
Bautista, Agustin	8	4/1/99	8/16/00
Deniz, Martha	8	2/14/06	11/20/07
Villanueva, Armando	5.75	8/16/06	
Benitez, Maria	5.75	7/1/07	
Rogers, Ron	8	2/7/11	12/1/11
Salazar, Gumerindo	8	12/29/11	4/26/12
Rader, Brandon	5.75	7/23/12	11/1/14
Casillas, Jessica	5.75	1/30/15	
Lay, Jaime	5.75	2/9/15	
Utility Worker/Bus Driver			
Deniz, Martha	8	11/20/07	
Perry Taylor	8	7/25/11	
Rogers, Ron	8	12/1/11	
Salazar, Gumerindo	8	4/26/12	
Sandridge, Johnie	8	1/2/14	
Rader, Brandon	8	11/3/14	
Maintenance Technician/Bus Driver			
Schantz, Nic	8	3/1/99	
Head Custodian			
Schantz, Nic	8	9/1/98	3/1/99
Gomez, Victor	8	11/1/98	
Bautista, Agustin	8	8/16/00	
Rader, Ron	8	8/24/09	
Yard Duty			
Rangel, Antonia	1	11/2/98	
Wolf, Becky	2	9/17/10	39 mo
Vargas, Christina	2.5	9/20/10	
Correa, Susan	4.25	3/10/11	
Amador, Angela	3.25	8/12/13	
Baser, Alyssa	1.92	8/11/14	
Hammock, Angela	2.35	8/27/14	
Miller, Teia	2.35	9/5/14	10/24/14
Gonzalez, Martha	2.75	11/20/14	
VACANT	3		
BECKY WOLF 39 MONTH REHIRE as of 11/25/2013			
Library Clerk			
Kraft, April	5.92	1/24/08	10/15/13
Cooper, Misty	5.5	8/15/11	
Lemenager, Lila	5.92	10/11/13	

COLUSA UNIFIED SCHOOL DISTRICT
745 Tenth St.
Colusa, CA 95932
Resolution #2014-15.12

**REDUCTION IN CLASSIFIED STAFF
DUE TO LACK OF WORK**

WHEREAS, California Education Code Section 45308 states that classified employees shall be subject to layoff for lack of work or lack of funds;

WHEREAS, California Education Code Section 45117 provides that where classified employees are subject to layoff, the affected employee(s) shall be given a notice of layoff not less than sixty (60) days prior to the effective date of the layoff and informed of his/her displacement rights, if any, and re-employment rights;

NOW, THEREFORE, BE IT RESOLVED, by this Governing Board as follows:

1. That due to lack of work or lack of funds, this Governing Board has determined that the following level of service shall be reduced:

A. One .71875 FTE Para Educator (5.75 hrs)

2. That due to lack of work or lack of funds, the number of classified employees and the amount of service rendered shall be reduced by layoff as specified pursuant to Education Code Section 45308.

3. That the District Superintendent or his designee is directed to give notice of layoff to the affected classified employee(s) pursuant to Education Code Section 45117. Such notice shall be pursuant to this Resolution and applicable provisions of the Education Code of the State of California.

4. That the layoff shall become effective at the close of business on May 29, 2015.

5. That the person(s) laid off pursuant to this Resolution shall be eligible for re-employment pursuant to Education Code Section 45298.

PASSED AND ADOPTED this 21st day of April, 2015 by the following vote:

AYES: 5
NOES: 0
ABSENT: 0


Governing Board President


Clerk of the Governing Board

Colusa Unified School District
Resolution #2014-15.13
THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;


WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

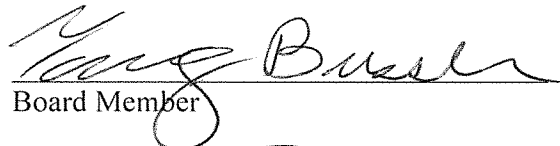
NOW, THEREFORE, IT IS HEREBY RESOLVED:

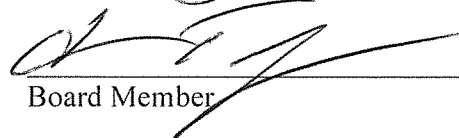
1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Colusa Unified School District.

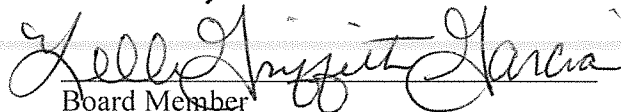
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Colusa Unified School District has determined to spend the monies received from the Education Protection Act as attached.

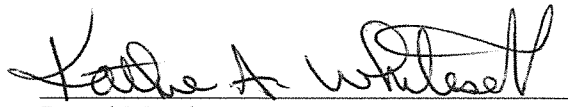
DATED: April 21, 2015.


Board Member


Board Member


Board Member


Board Member


Board Member

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932

OFFICIAL MINUTES

Board of Trustees Regular Board Meeting

February 10, 2015

CALL TO ORDER

The meeting was called to order at 6:02 p.m. in the CUSD Conference Room by Board President Lincoln Forry, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Kelli Griffith-Garcia and Kathie Whitesell. Also in attendance were Superintendent Dwayne Newman, County Superintendent Mike West, Steven McGuckin and Wally Browe of Capital Program Management, Lori Raineri of Government Financial Strategies, staff, and community members.

PLEDGE OF ALLEGIANCE

Jeremy Miller led the Pledge of Allegiance.

HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA

None

HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA

Amy Manville had a concern regarding an issue involving the high school yearbook. She stated that she attempted to buy a senior page for her student and was denied. She brought forward an issue of inconsistency such that in years past, students of both the Alternative Home School and the Alternative High School were allowed to be in the yearbook. She also pointed out that students from the Alternative High School are being recognized in the school bulletins for birthdays and feels as though they should be considered as part of CUSD for yearbook purposes as well. More importantly, she would like to see consistency for the years to come.

Jessica Phillips, Lane Davis, Mike Herrick, and Jim Pingrey each addressed the Board to advocate for reinstatement of Paul Theriault's position as Varsity Football Head Coach.

STUDENT'S REPORT

ASB President Jordan Helmer was not present at the meeting but did send out a text message to Mr. Brown to be relayed to the Board. Jordan reported that planning for the basketball homecoming game is well under way and is set to be very well attended. Other upcoming events are also in the planning stages and will be brought to the Board during the March meeting.

RECOGNITION & CELEBRATIONS

Jody Johnston recognized Mindy Lederer for her commitment to the community and Colusa Unified School District. Darren Brown recognized Perry Taylor for his hard work and his excellent communication skills.

PRESIDENTS REPORT

Kathie Whitesell requested to be added to the SELPA committee. She will be listed as a first alternate. Mr. Forry reported that the grounds had recently been irrigated. No other members reported out on their respective committees.

SUPERINTENDENTS REPORT IMPROVING ACHIEVEMENT

- LCAP Progress Update – Mr. Newman reported that ideas are continuously being gathered for the district improvement plan. Site level administrators and Mr. Newman met with a representative from a group

Board of Trustees Regular Meeting
February 10, 2015

called Solution Tree to discuss program improvement needs. The cost for Solution Tree services far exceeded what funds CUSD has available. Mr. Newman and the site level administrators will continue their efforts at obtaining guidance relating to program improvement.

- Board Retreats will be scheduled for March.
- Summer School Planning – Mr. Newman met with Migrant Education and a program similar to what has happened in years past will take place. Priority will be need based. K-6 will run as usual; however, the 7th and 8th grade program is considering offering an on-line program similar to what CHS has used in the past to give students an opportunity to receive remediation in the areas in which they have the greatest need. High School students will continue to be offered a credit recovery program during the summer. The funding contribution from Migrant Education will continue to remain the same with a possibility of a slight increase due to additional curriculum that is needed to be purchased as part of an effort to improve the quality of the Summer School Program.

SUPERINTENDENTS REPORT
MANAGEMENT

- Modernization Projects Update – Mr. Newman will be holding a community meeting on February 18, 2015 at 6:30 PM at the community theater.
- Crosswalk Safety – Mr. LaGrone stated that he is waiting to receive several quotes from crosswalk companies. He recently met with another company that highly discouraged the crosswalk indicators that go into the concrete. He is looking more closely at the option for a wireless solar application that is both timer and push button activated.

- SELPA Update – Mr. Neman did not report on SELPA during this time.
- Staff Retirement Dinner – No retirements have been received.

SUPERINTENDENT'S REPORT
BUDGET

- Zero Based Budgeting – Mr. Newman gave a presentation on the Zero Based Budgeting process and how it aids with prioritizing a budget while also creating efficiency. Additional training has taken place for this process and efforts will continue. Mr. Newman took this time to also remind those attending that the Modernization Bond funds can only be used for items as listed in the bond language.
- Enrollment is holding steady.

PRINCIPAL'S REPORT

The principal report for Home School was tabled until the March Board Meeting.

CSEA REPRESENTATIVE'S
REPORT

Rosemary Hicks reported that no further negotiations have taken place due to one member being out on leave. CSEA will request a date to resume negotiations as soon as possible.

Board of Trustees Regular Meeting
February 10, 2015

CEA REPRESENTATIVE'S
REPORT

Pam Giuliano stated that several good meetings have taken place. She is pleased to be working among quality people that work towards the greater good.

**INFORMATION / DISCUSSION
/ POSSIBLE ACTION ITEMS**

Government Financial Strategies Presentation on Selling General Obligation Bonds – Lori Raineri presented on the bond process and what is to come. Interest rates are lower than planned which will allow for one issuance rather than two. This will also reduce the cost of issuance. Due to a larger tax base and less interest costs, GFS is proposing the board opt to shorten the term of the bonds from thirty years to twenty five or twenty six years without exceeding the expected tax rates. A decision would not be necessary until the date of sale. Once the sale is complete, the district will continue to maintain normal invoicing and fiscal control as it relates to projects.

ACTION ITEM #141551

Motion was made by Terry Bressler, seconded by Kathie Whitesell to direct the Superintendent to assist FBLA with the transportation needs as necessary.

Vote: Unanimous

ACTION ITEM #141552

Motion was made by Charles Yerxa, seconded by Kelli Griffith-Garcia to approve the buyout to SELPA Modular Lease for \$12,500.00 to be paid out of developer fees.

Vote: Unanimous

ACTION ITEM #141553

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the Capital Program Management Service Agreement.

Vote: Unanimous

ACTION ITEM #141554

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve the SELPA Support Agreement.

Vote: Unanimous

ACTION ITEM #141555

Motion was made by Charles Yerxa, seconded by Kelli Griffith-Garcia to approve the Revised Frontier Internet Subscription Agreement.

Vote: Unanimous

ACTION ITEM #141556

Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 0420 – School Plans/Site Councils

Vote: Unanimous

ACTION ITEM #141557

Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 0420 – School Plans/Site Councils.

Board of Trustees Regular Meeting
February 10, 2015

Vote: Unanimous

ACTION ITEM #141558 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 0520.2 – Title I Program Improvement Schools.

Vote: Unanimous

ACTION ITEM #141559 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 1431 - Waivers

Vote: Unanimous

ACTION ITEM #141560 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 3311 - Bids

Vote: Unanimous

ACTION ITEM #141561 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 3311 – Bids

Vote: Unanimous

ACTION ITEM #141562 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 3350 – Travel Expenses.

Vote: Unanimous

ACTION ITEM #141563 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 3514 – Environmental Safety

Vote: Unanimous

ACTION ITEM #141564 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 3542 - School Bus Drivers.

Vote: Unanimous

ACTION ITEM # 141565 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 4112.42, 4212.42, 4312.42 – Drug and Alcohol Testing for School Bus Drivers.

Vote: Unanimous

ACTION ITEM #141566 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve AR 4112.42, 4212.42, 4312.42 – Drug and Alcohol Testing for School Bus Drivers

Vote: Unanimous

Board of Trustees Regular Meeting
February 10, 2015

ACTION ITEM #141567 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 4161.11, 4261.11, 4361.11 – Industrial Accident/Illness Leave.

Vote: Unanimous

ACTION ITEM #141568 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt 4161.8, 4261.8, 4361.8 – Family Care & Medical Leave.

Vote: Unanimous

ACTION ITEM #141569 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 5111.2 – Nonresident Foreign Students

Vote: Unanimous

ACTION ITEM #141570 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 5131.61 – Drug Testing

Vote: Unanimous

ACTION ITEM #141571 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 5141.27 – Food Allergies/Special Dietary Needs.

Vote: Unanimous

ACTION ITEM #141572 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 5141.27 – Food Allergies/Special Dietary Needs.

Vote: Unanimous

ACTION ITEM #141573 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 6144 – Controversial Issues.

Vote: Unanimous

ACTION ITEM #141574 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BP 6162.6 – Use of Copyrighted Materials

Vote: Unanimous

ACTION ITEM #141575 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt AR 6162.6 – Use of Copyrighted Materials

Vote: Unanimous

ACTION ITEM #141576 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BB 9010 – Public Statements.

Vote: Unanimous

Board of Trustees Regular Meeting
February 10, 2015

ACTION ITEM #141577 Motion was made by Charles Yerxa, seconded by Terry Bressler to approve and adopt BB 9250 – Remuneration, Reimbursement & Other Benefits.

Vote: Unanimous

ACTION ITEM #141578 Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve all consent agenda items.

The following Consent Agenda items were approved:

- a. Minutes of January 20, 2015 Regular Board Meeting
- b. Minutes of January 21, 2015 Special Board Meeting
- c. Minutes of January 29, 2015 Special Board Meeting
- d. January Payroll
- e. Personnel Assignment Order # 2014-2015 #7
- f. Budget Revision
- g. 2nd Interim Budget Reports
- h. Consolidated Application
- i. Associated Student Body Fund
- j. Approval of travel to NYC for Thomas Critchfield and Alec Schantz to play at Carnegie Hall from February 18, 2015 – February 23, 2015
- k. Warrants: Batch 26-27

Vote: Unanimous

HEARING OF THE PUBLIC FOR
MATTERS ON CLOSED
SESSION AGENDA None

ADJOURN TO CLOSED
SESSION

The Board adjourned to Closed Session at 8:40 p.m. to consider and/or take action upon any of the following items:

1. Student Matters:
 - a. Out of School Suspensions
 - b. Inter-District Transfers
2. Personnel Matters:
 - a. Public Employment
 1. New Hires 2014/2015
 - b. Public Employee Discipline/Dismissal/Release/Resignations
 1. Recommendation of Probationary Teacher non-reelection in accordance with California Education Code provisions including but not limited to §44929.21 and §44954.
3. Negotiations
 - a. 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.*)

Board of Trustees Regular Meeting
February 10, 2015

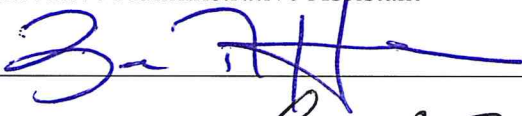
The Board reconvened from Closed Session at 9:30 p.m. Board President, Lincoln Forry reported out that the Board reviewed the Out of School Suspensions, Inter-District Transfers, and New Hires.

No action was taken on item 2.b.1 – Recommendation of Probationary Teacher non-reelection in accordance with California Education Code provisions including but not limited to §44929.21 and §44954.

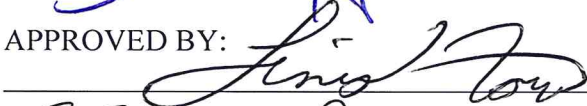


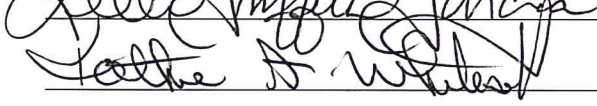

ADJOURNMENT

The meeting adjourned at 9:35 p.m.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant



APPROVED BY:

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932

OFFICIAL MINUTES




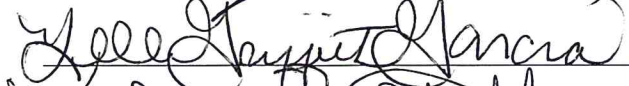
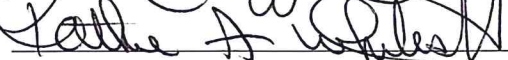
Board of Trustees Special Board Meeting
March 12, 2015

CALL TO ORDER	The meeting was called to order at 6:00 p.m. in the CUSD Conference Room by Board President Lincoln Forry, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Lincoln Forry, Kelli Griffith-Garcia and Kathie Whitesell. Also in attendance were Superintendent Dwayne Newman and District's Legal Counsel Bob Thurbon.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No members of the public were present.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No members of the public were present.
INFORMATION / DISCUSSION / POSSIBLE ACTION ITEMS	None
HEARING OF THE PUBLIC FOR MATTERS ON CLOSED SESSION AGENDA	No members of the public were present.
ADJOURN TO CLOSED SESSION	Discussion regarding personnel and legal matters.
RECONVENE FROM CLOSED SESSION	The Board and Mr. Newman consulted with Colusa Unified School District's Attorney, Bob Thurbon regarding personnel and legal matters.
ADJOURNMENT	The meeting adjourned at 7:30 p.m.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant



APPROVED BY:

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932

OFFICIAL MINUTES**Board of Trustees Regular Board Meeting**

March 17, 2015

CALL TO ORDER	The meeting was called to order at 6:02 p.m. in the CUSD Conference Room by Board President Lincoln Forry, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Kelli Griffith-Garcia and Kathie Whitesell. Also in attendance were Superintendent Dwayne Newman, Steven McGuckin and Wally Browe of Capital Program Management, staff, parents and community members.
PLEDGE OF ALLEGIANCE	Lincoln Forry led the Pledge of Allegiance.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	None
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	None
STUDENT'S REPORT	ASB President Jordan Helmer presented information regarding sports, the upcoming Sadie Hawkins dance and on the last ESA Senior trip to Yosemite. Baseball Homecoming will take place on May 4, 2015 – May 8, 2015.
RECOGNITION & CELEBRATIONS	Darren Brown recognized CRAF for their contribution and support to CUSD. This year alone, CRAF raised and contributed \$40,000. The annual CRAF Golf Tournament will take place on Friday, April 17, 2015. Jody Johnston recognized Lori Tanner, Erika Lemenager and Barbara Hankins for their contribution towards making Shady Creek a success. She also recognized the Forry family for transporting the luggage each year. Erika Lemenager recognized the sixth grade teachers Pam Giuliano, Michelle Quentmeyer, Krystyna Frank and Mindy Lederer for the efforts with Shady Creek and for their hard work in creating a great experience for kids. She also recognized the student cabin leaders: Ulises Amador, Salvador Valencia, Nicholas Baird, Fernando Hurtado, Cole Shreiner, Dallas Luna, Zakaria Lamsiah, Ann Kalisuch, Madison Rainsbarger, Dayani Pantoja Reyes, Amanda Morton and Alexis Ramirez for being a part of the experience and their help. Several sixth grade students thanked the Board for their support and contribution with Shady Creek. Maria Arvizu-Espinoza recognized the BPS Parent Club for their continued time and effort.
PRESIDENTS REPORT	Charles Yerxa reported that the CRAF Board would like to use their funds to have the video equipment installed. Terry Bressler reported that Friends of Music will be having a Biscuits & Gravy fundraiser on March 22, 2015. Kathie Whitesell reported on Friends of Ag and stated that Matt Steidlmayer, Anel Sanchez, Angel Grajeda, and Garrett Hamilton will be receiving their State Farmer Degrees at CSU, Chico on Wednesday, March 18, 2015. Haley Traynham will be competing for the Office of Regional Reporter. Several CUSD students

Board of Trustees Regular Meeting
March 17, 2015

will be named as the Regional Winners in Ag Proficiencies: Braden Woodring, Amanda Thomas and Andrea Thomas. Mrs. Whitesell also acknowledged the following students for actively showing their livestock across the state: Kolby Steidlmayer, Alec Bailey and Shayne Myers. The FFA Banquet will take place on April 29, 2015 at 6:00 PM. RSVP's can be made to Heather Thomas.

The Board acknowledged receipt of the petitions supporting the rehire of Mr. Theriault as the Head Football Coach. Mr. Theriault thanked the Board for the chance to speak and the community for their support with the athletic program. Thirteen members of the community, including parents, students (both past and present), spoke in support of reinstatement for Mr. Theriault as Head Varsity Football Coach. Board President, Lincoln Forry thanked the community members for their input, and assured the audience that the board would talk about the issue in closed session (as it is a personnel matter). He told the audience that the Board would issue a written response and they should look for that on the District's web page.

SUPERINTENDENTS REPORT
IMPROVING ACHIEVEMENT

- LCAP Progress Update – Mr. Newman reported that there will be continued emphasis on making sure the district has curriculum that is in line with Common Core standards as well as ensuring that the assessment process will provide useful data for instruction planning. Further development of an effective Professional Learning Community will continue. The first draft of the LCAP will be brought to the Board in April. The second draft and continued discussion will occur in May and a possible adoption of both the LCFF Budget and LCAP in June.

SUPERINTENDENTS REPORT
MANAGEMENT

- SELPA Update – Mr. Newman reported that budget for this year looks favorable. CUSD will be sharing a \$15,000 savings with the surrounding districts in the county. CUSD's portion of that equals 38%. Next year's budget will be greater due to an increase in enrolled students throughout the county. Mr. Newman also stated that the SELPA governance language is being revised. Draft language will be created at the Superintendent's Council Meeting in April and will be reviewed by legal counsel. Once adopted by SELPA council, the language must be approved by the State Department.

SUPERINTENDENT'S REPORT
BUDGET

- Budget Update – LCFF Regulations make it mandatory to expand current programs. Mr. Newman presented a 2015-2016 need based staffing proposal that was developed by the leadership team. Mr. Newman asked for guidance from the Board in terms of the budget component to the staffing proposal. A Special Board Meeting will be held to continue the discussion.
- Enrollment is flat and ADA is not going up.

PRINCIPAL'S REPORT

Darren Brown reported on Colusa Alternative Home School. A thorough explanation of the intake process was explained. Approximately twenty percent

Board of Trustees Regular Meeting
March 17, 2015

of the home school students being served are on an inter-district transfer. The program is thriving and its success is a testament to the hard work of the teachers.

**CSEA REPRESENTATIVE'S
REPORT**

Rosemary Hicks reported that the CSEA Tentative Agreement was agreed upon and signed.

**CEA REPRESENTATIVE'S
REPORT**

Pam Giuliano stated the CEA Tentative Agreement was agreed upon and signed. She also brought attention to the need for a staff room at Burchfield Primary School.

**INFORMATION/DISCUSSION/
POSSIBLE ACTION ITEMS**

ACTION ITEM #141580

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve Resolution #2014-15.10 – Authorizing Issuance of General Obligation Bonds. Election of 2014, Series 2015 and Approving the Form of the Following Documents: Bond Purchase Agreement, Continuing Disclosure Certificate, Paying Agent Agreement, Preliminary Official Statement.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia – Aye

Vote: Unanimous

ACTION ITEM #141581

Motion was made by Kathie Whitesell, seconded by Charles Yerxa to approve Architecture Firm Selection – Architectural Nexus and Synthesis Partners.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141582

Motion was made by Kelli Griffith-Garcia, seconded by Terry Bressler to table the Hazmat Contracts and bring back to the April Board Meeting.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

Board of Trustees Regular Meeting
March 17, 2015

ACTION ITEM #141583 Motion was made by Kathie Whitesell, seconded by Terry Bressler to approve the Delivery Methods of Design-Bid-Build and Lease-Leaseback.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

There was no action taken on the agenda item H.5 – Bring Your Own Device/Colusa Wide Area Network (BYOD/CWAN). This item was for informational purposes only. As our program expands, CUSD will continue to monitor its process to ensure the district is aligned with the CWAN policy.

ACTION ITEM #141584 Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the revisions to the Emergency Response Plan as amended to reflect the removal of employees that are no longer with the district.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141585 Motion was made by Terry Bressler, seconded by Kelli Griffith-Garcia to the Meal Price Increase effective the 2015-2016 school year.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141586 Motion was made by Charles Yerxa, seconded by Kelli Griffith-Garcia to approve the Teacher Recommendation for Tenure for the 2015-2016 school year.

Whitesell – Aye
Yerxa – Aye

Board of Trustees Regular Meeting
March 17, 2015

Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141587

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the Request for Assistance for Friends of Music Travel.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141588

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve consent agenda items a – e.

Consent Agenda Items Approved:

- a. February Payroll
- b. Personnel Assignment Order # 2014-2015 #7
- c. Associated Student Body Fund
- d. 15-16 School Calendar
- e. 16-17 School Calendar

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

Motion was made by Terry Bressler, seconded by Charles Yerxa to approve consent agenda item f.

- f. Warrants: Batch 28-33

Whitesell – Abstain
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: (4 Ayes, 1 Abstain)

Board of Trustees Regular Meeting
March 17, 2015

HEARING OF THE PUBLIC FOR
MATTERS ON CLOSED SESSION
AGENDA

None

ADJOURN TO CLOSED SESSION

The Board adjourned to Closed Session at 9:20 p.m. to consider and/or take action upon any of the following items:

1. Student Matters:
 - a. Out of School Suspensions
 - b. Inter-District Transfers
 - c. Consider approval of AHP Recommendation of Expulsion Case #2014-15.03.
2. Personnel Matters:
 - a. Public Employment
 1. New Hires 2014/2015
 2. Extended Leave Requests
 3. Consider Approval of Tentative Agreement for CEA
 4. Consider Approval of Tentative Agreement for CSEA
 5. Consider Approval of Salary Increase for Unrepresented Employees
 6. Consider Approval of Salary Increase for Superintendent
 - b. Public Employee Discipline/Dismissal/Release/Resignations
3. Negotiations
 - a. 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.*)

The Board reconvened from Closed Session at 10:35. Board President, Lincoln Forry reported out that the Board reviewed the Out of School Suspensions, Inter-District Transfers, and EH #2014-15.03. There were no new hires or extended leave requests.

ACTION ITEM #141589

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the recommendation of the Administrative Hearing Panel for EH #2014-15.03

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141590

Motion was made by Charles Yerxa, seconded by Kelli Griffith-Garcia to approve AB1200 Public Disclosure of Collective Bargaining Agreements.

Whitesell – Aye

Board of Trustees Regular Meeting
March 17, 2015

Yerxa – Aye
Forry – Aye
Bressler – Nay
Griffith-Garcia – Aye

Vote: (4 Ayes, 1 Nay)

ACTION ITEM #141591

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the Tentative Agreement for CEA.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Nay
Griffith-Garcia – Aye

Vote: (4 Ayes, 1 Nay)

ACTION ITEM #141592

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve the Tentative Agreement for CSEA.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141593

Motion was made by Terry Bressler, seconded by Kelli Griffith-Garcia to approve a 7% Salary Increase for Unrepresented Employees.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye
Griffith-Garcia - Aye

Vote: Unanimous

ACTION ITEM #141594

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve a Salary Increase for the District Superintendent of 3.5% at the Superintendent's request.

Whitesell – Aye
Yerxa – Aye
Forry – Aye
Bressler – Aye

Board of Trustees Regular Meeting
March 17, 2015

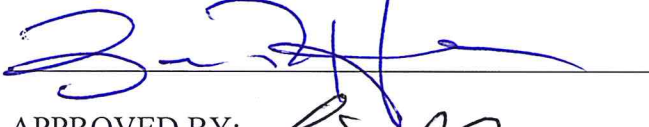
Griffith-Garcia - Aye

Vote: Unanimous

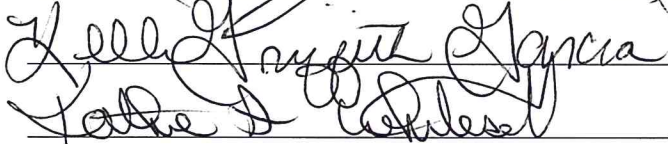
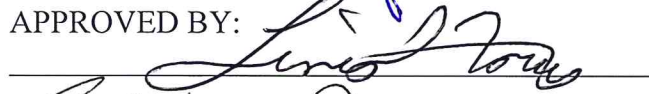
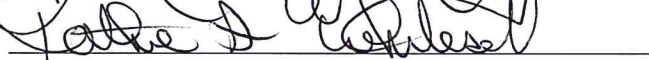
ADJOURNMENT

The meeting adjourned at 10:40 PM.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant



APPROVED BY:

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street
Colusa, CA 95932

OFFICIAL MINUTES

Board of Trustees Special Board Meeting
March 20, 2015

CALL TO ORDER

The meeting was called to order at 6:30 a.m. in the CUSD Conference Room by Board President Lincoln Forry, who established a quorum was present. Attending were Charles Yerxa, Terry Bressler, Lincoln Forry, Kelli Griffith-Garcia, and Kathie Whitesell. Also in attendance were Superintendent Dwayne Newman, CBO Sheryl Parker, and three staff members.

HEARING OF THE PUBLIC FOR
ITEMS NOT ON THE AGENDA

No comments.

HEARING OF THE PUBLIC FOR
ITEMS ON THE AGENDA

No comments.

INFORMATION/DISCUSSION
/POSSIBLE ACTION ITEMS

Discussion of Staffing Recommendations and Budget Implications.

The Board reviewed the revenue projections for the upcoming school year. After discussion, they directed Administration to hire all recommended positions except for the PE Specialist. The PE Specialist position will be added to the April Regular Board Meeting Agenda for further discussion.

ADJOURNMENT

The meeting adjourned at 7:35 a.m.

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

COLUSA UNIFIED SCHOOL DISTRICT

TRUSTEES:
MR. LINCOLN FORRY
MR. TERRY BRESSLER
MR. CHARLES YERXA
MRS. KELLI GRIFFITH-GARCIA
MRS. KATHIE WHITESELL

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

DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



Payroll totals for the month of: March 2015

Issued 3/10/2015: \$ 12,659.03

Issued 3/31/2015: \$ 695,350.80

Monthly total \$ 708,009.83

Colusa Unified School District
Personnel Assignment Order
2014-2015 #8

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:				
<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Retirement:				
Leaves:				
Terminated:				
Non-Reelection:				
Transfers:				
(Requests approved by Superintendent)				

CLASSIFIED

Employment / Appointments:		
<u>Name</u>	<u>Position</u>	<u>Date</u>
Leaves:		
Resignation:		
Sarah Mitchell	EMS Yard Duty	3/31/2015
Nico Valencia	EMS ASES Director	4/17/2015
Jim LaGrone	Director Maintenance, Operations, & Transportation	5/1/2015
Retirement:		
Increase of Hours:		
Job transfer:		
Termination:		

Associated Student Body Fund

Egling Middle School and Colusa High School

as of April 14, 2015

K. 1. g.

Colusa High School

Account	Name of Club	Balance
800	Colusa HS ASB	\$ 1,008.31
801	ASB Football Concessions	\$ -
802	ASB Student Store	\$ -
811	Art Club	\$ 937.44
812	Ashland Shakespeare Trip	\$ 141.23
820	Block C - Other	\$ -
821	Block C - Baseball	\$ 5,435.99
822	Block C - Boys Basketball	\$ 1,502.90
823	Block C - Boys Soccer	\$ 855.49
824	Block C - Boys Tennis	\$ 121.00
825	Block C - Cross Country	\$ (83.62)
826	Block C - Football	\$ 2,919.15
827	Block C - Girls Basketball	\$ 204.62
828	Block C - Girls Soccer	\$ (812.40)
829	Block C - Girls Tennis	\$ 154.68
830	Block C - Golf	\$ -
832	Block C - Softball	\$ 580.67
833	Block C - Track and Field	\$ 618.33
834	Block C - Volleyball	\$ 5,310.33
835	Block C - Wrestling	\$ 25.00
835	Block C - Weight Room	\$ -
836	Block C - JV Boys Basketball	\$ 5.00
846	Class of 2015	\$ (3,613.42)
847	Class of 2016	\$ 887.97
848	Class of 2017	\$ (240.18)
849	Class of 2018	\$ 65.94
860	COLUS Yearbook	\$ 7,501.60
863	CSF	\$ 1,291.74
865	FBLA	\$ 2,118.61
870	FFA	\$ 2,435.79
876	Drama Club	\$ 420.98
885	Friday Night Live	\$ 164.13
887	Spanish Club	\$ 241.31
888	Spirit Club	\$ 2,189.80
890	Cooking Club	\$ 119.26
892	Science Club	\$ 91.52
TOTAL CHS		\$ 32,599.17

Egling Middle School

950	Egling MS ASB	\$ 4,914.95
955	Club Live	\$ 974.75
960	Kids Can Save	\$ 442.12
965	Library	\$ 890.51
985	Sweatshirts	\$ (215.25)
990	Yearbook	\$ 1,249.57
995	8th Grade	\$ (23.20)
TOTAL EMS		\$ 8,233.45
TOTAL FUND 95 ASB		\$ 40,832.62

WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
COLUSA UNIFIED SCHOOL DISTRICT

January 1, 2015 TO March 31, 2015

Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

☒ No complaints have been received this quarter.

The following complaints have been received this quarter.

Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

☐ Complaints have been received regarding insufficient instructional materials.

District Resolutions:

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.

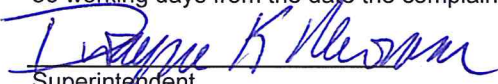
District Resolutions:

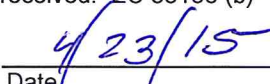
Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners 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



DR. ROBERT A. HOFFMAN
DR. LIANNE C. INOUE
Optometrists

2390 E. Bidwell Street, Suite 400
Folsom, CA 95630

916.983.6211
Fax 916.983.6608
www.eyefinity.com/folsomeye

MCT Vision Screening Contract 2015-16

Contractor or his agents shall provide Modified Clinical Technique Vision Screening Services for children enrolled in Colusa Unified School District.

The specific days for testing are to be mutually agreed upon by contractor and School District. The School District shall designate which children are to be tested as well as the school site(s) where testing is to occur.

Contractor or his agents agree to test up to approximately Three Hundred (300) students per day. For these services contractor shall be paid Three Dollars per student and not less than four hundred and fifty dollars per day, whichever is greater.

Contractor must be notified at least ten (10) days prior to the cancellation of any screening day by the School District in order to avoid being charged for that testing day.

Payment for services is due thirty days after the final day of testing.

County(District) Office of Education

Contractor

By: _____

Sheryl Parker

By: _____

[Signature]
Robert A. Hoffman O. D.

Tax ID 68-0201477

Date _____

4/13/15

Date _____

4/14/15

James M. Burchfield Primary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	James M. Burchfield Primary School
Street	400 Fremont Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-5853
Principal	Maria Arvizu-Espinoza
E-mail Address	mespinoza@colusa.k12.ca.us
Web Site	
CDS Code	06-61598-6003495

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us
Web Site	www.colusa.k12.ca.us

School Description and Mission Statement (Most Recent Year)

James M. Burchfield is the only primary school in the Colusa Unified School District. It serves children in kindergarten through third grades. The students, staff and parents of Burchfield Primary School are committed to creating the best possible learning environment for our children.

Our Mission

In conjunction with our district mission statement of "Provide a safe, student-centered, high quality education for ALL students," we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students working as a team offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves and others, and develop a sense of integrity.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	145
Grade 1	132
Grade 2	116
Grade 3	86
Grade 4	
Grade 5	
Ungraded Elementary	
Total Enrollment	479

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	2.7
Asian	1.3
Filipino	0.0
Hispanic or Latino	73.5
Native Hawaiian or Pacific Islander	0.0
White	20.0
Two or More Races	1.7
Socioeconomically Disadvantaged	74.3
English Learners	47.4
Students with Disabilities	5.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	25	25		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.04	0.96
High-Poverty Schools in District	99.50	0.50
Low-Poverty Schools in District	87.50	12.50

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill California Treasures 2010 ELD: Kdg-3rd Macmillan/McGraw-Hill California Treasures English Language Development 2010	Yes	0%
Mathematics	Harcourt Brace - CA HSP Math, 2008	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Delta Education - FOSS Science - 2007	Yes	0%
History-Social Science	Scott Foresman - Scott Foresman History-Social Studies, 2007	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Burchfield Primary School takes pride in its well maintained campus, employing a full-time custodian to keep up the campus environment, as well as a cleaning crew consisting of 2 part-time custodians that clean each classroom nightly. It is important that the facilities of our school reflect our pride and caring. We have four buildings on campus ranging in age from 50 years old to our latest building constructed in 1976, not to mention 12 portable classrooms as old as 20 years. We strive to maintain clean and beautiful grounds and updated maintenance. In the past five years, the complete heating/air conditioning system has been replaced at our school.

We have 25 classrooms, a library and a cafeteria. Our library has approximately 6,500 books. Each classroom and the library are equipped with Internet access. We have an average of three student computers per classroom.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 15, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Missing electrical cover plate. Replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				44	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	41	39	42	44	46	54	56	55
Mathematics	58	49	60	38	42	45	49	50	50
History-Social Science				34	36	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	2	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	16	-3	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	3	-10	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	14	-4	-14
English Learners	-12	-18	-4
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are encouraged to participate in all school activities and to communicate with teachers and administrators regularly. Parent conferences are held at the end of the first trimester for every student. Burchfield Primary School has a very active parent club that promotes many activities and a fully functioning English Learner Advisory Council. Parents participate in several activities that are coordinated by parents that include student involvement. Our school also encourages parental involvement in the classroom as well as throughout our school. We hold an annual Back to School Night in the fall, an annual Open House in the spring, winter and spring student music performances, family nights with entertainment and a book fair, and student achievement assemblies at the end of each trimester.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.0	0.0	1.7	0.9	3.5	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	1.1	0.4	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Student safety is one of the highest priorities at Burchfield Primary School. We have a locked campus and all visitors are required to report to the office for permission to be on campus and to receive a visitor's badge. All staff on campus are asked to wear school ID badges. Students are expected to remain on campus during school hours. Campus supervision is provided before school, during school recesses, and after school. First aid kits are carried by yard duty personnel and taken on all field trips.

There are duty monitors to ensure student safety before school, after school, and at each recess. Our school is a closed campus and both fire and police respond to emergencies within minutes.

Our school safety plan was last updated in August of 2012. It includes procedures for emergencies such as fire, earthquake, bomb threat, chemical spills, flood, etc. Earthquake and Safety drills are practiced twice annually, while fire drills are conducted monthly. In addition, the district has adopted the Standard Response Protocol. The premise of SRP is simple - there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "—" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.2	3	3	0	23	1	5		21	1	6	
1	18.2	5	0	0	23		5		22		6	
2	19.8	6	0	0	23		4		23		5	
3	20.4	5	0	0	23		5		22	1	3	
4												
5												
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	453
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.4	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	1	---
Other	1	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,269	\$3,153	\$5,116	\$57,664
District	---	---	\$5,534	\$61,692
Percent Difference: School Site and District	---	---	-8	-2%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-7%	2%

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- Instructional Assistants: Small reading group instruction for struggling readers.
- Bilingual Instructional Assistants: Small reading group instruction for struggling readers and ELD development.
- Library Services: Students are provided a library section each week for a Language Arts lesson, as well as offering open library to provide opportunities to check out books throughout the week.
- Spanish Literature Library: Our Spanish Library is open each morning and afternoon to provide opportunities for students to check out books in Spanish and English.
- School Nurse: A school nurse is provided two days a week for direct student services and record keeping.
- Academic Counselor: A 50% counselor daily to assist students with academics, attendance, and personal support or group lessons e.g. life skills.
- Reading Specialist: A full time specialist that supervises the intervention program as well as providing direct small group instruction to struggling readers.
- Gifted and Talented Program: Additional learning services for advanced learners.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,152
Mid-Range Teacher Salary	\$55,816	\$55,573
Highest Teacher Salary	\$73,471	\$71,908
Average Principal Salary (Elementary)	\$102,858	\$87,660
Average Principal Salary (Middle)	\$91,465	\$92,424
Average Principal Salary (High)	\$105,578	\$93,606
Superintendent Salary	\$125,000	\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

The district has increased its effort in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities are organized at three levels. The district level focuses on implementation and monitoring of high quality instruction. Consultants have been hired in math and language arts to assist with pacing guides, assessments and engagement techniques and further training for teaching EL students and implementing the new Common Core Standards. Each school designs staff development activities to meet specific needs of staff at their school and each teacher develops a personal plan for professional growth. Teachers are encouraged to attend conferences and workshops, which address specific needs of the District, school or teacher. For example, some of the workshops various members of our staff attended include Common Core Standards, writing instruction, teaching strategies for ELD students, positive classroom management, high quality instruction and response to intervention. The Beginning Teacher Support and Assessment Programs are provided for new teachers. The focus of their in-service is on effective teacher strategies and peer coaching.

George T. Egling Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	George T. Egling Middle School
Street	813 Webster Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7631
Principal	Jody Johnston
E-mail Address	jjohnston@colusa.k12.ca.us
Web Site	
CDS Code	06-61598-6057152

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us
Web Site	www.colusa.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 510 students in grades 4-8. Egling Middle School has a number of special programs offered to students, including a 4-8 grade After-School Program, GATE, Leadership Classes, Choir, Band, Language Development classes, and 6th grade involvement in environmental education school at Shady Creek. A variety of sports are offered at 7th and 8th grade including girls and boys basketball, girls' volley ball, girls and boys soccer. 7th and 8th Grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 29 full-time teachers including 4 Special Education staff members, 1 administrator, 1 half time Vice Principal, 1 Reading Specialist and 1 counselor. Classified staff includes 1 Administrative Secretary, 1 Attendance Clerk, 1 EL Instructional Assistant, 5 Instructional Assistants, 3.5 Duty Supervisors, 5 Cafeteria and Custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High Expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. the environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students grading and assignments on line through our grade reporting system, School Loop. Parent conferences are held in October for our 4th - 6th grade students as well as on a when needed basis. 7th and 8th grade students and parents at Egling Middle School meet our academic counselor as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our After School Program.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2014 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday.

Mission- Colusa Unified School District's mission to provide a safe, student-centered, high quality education for ALL students.

Vision - Colusa Unified School District's mission to provide, in cooperation with our families, an excellent, well balanced education where all students gain skills necessary for success in an ever changing world.

Guiding Principles -

* Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.

*Egling Middle School is a place where the school community empowers students to develop their skills and talents.

*High Expectations: are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students who need help in achieving the standards receive support from the entire community.

*Positive and Caring School Community : The school environment is safe, positive and caring it supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community.

*Quality Curriculum: All students are engaged in a rigorous, standards-based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions.

*Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	117
Grade 5	104
Grade 6	104
Grade 7	106
Grade 8	96
Ungraded Elementary	
Total Enrollment	527

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	3.2
Asian	0.8
Filipino	0.2
Hispanic or Latino	69.3
Native Hawaiian or Pacific Islander	0.4
White	24.9
Two or More Races	0.6
Socioeconomically Disadvantaged	72.7
English Learners	28.8
Students with Disabilities	17.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	24	24	23	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.04	0.96
All Schools in District	99.04	0.96
High-Poverty Schools in District	99.50	0.50
Low-Poverty Schools in District	87.50	12.50

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

Updated and readily available resources are important if students are to perform at their best in class. The State of California adopts textbooks that meet quality standards established by the State Board of Education. The Colusa Unified School District selects textbooks and other instructional materials from these state adoptions. Subjects are reviewed on a seven-year cycle. All of the textbooks currently in use meet these standards. They were selected to match the needs of Egling students by a Task Force comprised of teachers and administrators and approved by the State Board of Education. Egling is currently transitioning to meet the Common Core State Standard expectations.

All students have state adopted texts and state approved intervention programs are being implemented.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	4th-6th gr.: California Treasurers, Macmillan/McGraw Hill, 2010 7th-8th gr.: Holt Literature, Holt McDougal, 2010 California Spelling Lessons and Activities 4th-8th gr. ELD: Language! Sopris West - 2004	Yes	0%
Mathematics	4th-5th gr.: Harcourt CA HSP Math - 2008 Pilot - Engage New York 6th-8th gr: Math Concepts & Skills and Problem Solving, Glencoe-McGraw Hill - 2008 6th Pilot - Engage New York 7th UCLA Algebra Readiness - Center for Mathematics and Teaching 2008 Pilot - Common Core 7 - Mathlinks 2014 8th gr.: Algebra I Concepts & Skills, Glencoe- McGraw Hill, 2008 Pilot - Common Core 8 - Mathlinks 2014 Pilot - Integrated I - Carnegie Learning 2014	Yes	0%
Science	4th-5th gr: Delta Education Science - FOSS Science - 2007 6th gr.: Earth Science, Prentice Hall - 2008 7th gr.: Life Science, Prentice Hall - 2008 8th gr.: Physical Science, Prentice Hall - 2008	Yes	0%
History-Social Science	4th-5th gr.: California Vistas, Macmillan/McGraw Hill - 2007 6th gr.: History Alive! , Curriculum Institute - 2006 7th gr.: Medieval World and Beyond, Curriculum Institute - 2006 8th gr.: U.S. Through Industrialization, Curriculum Institute - 2006	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

It is important that the facilities at our school reflect our pride and caring. We strive to maintain clean and beautiful grounds. Buildings and grounds receive regular maintenance. The district provides Egling 3 full time day custodian and 1 part time custodians to meet our facility needs. In recent years, complete roof and heating/air conditioning systems have been replaced.

Custodians and administrators identify long-term maintenance needs and determine when to schedule necessary repairs. Work identified as a major repair is handled through a district work-order process. Site custodians do minor repairs and maintenance such as painting and furniture upkeep. Emergency repairs are given highest priority. The administrators work with the custodial staff to develop a cleaning schedule to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 8, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	42	55	51	44	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	51
Male	55
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	44
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	19
Students with Disabilities	9
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	44	47	46	42	44	46	54	56	55
Mathematics	41	46	47	38	42	45	49	50	50
History-Social Science	43	39	56	34	36	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	4
Similar Schools	1	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-7	20	13
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	13	14
Native Hawaiian/Pacific Islander			
White	-19	33	7
Two or More Races			
Socioeconomically Disadvantaged	-13	21	13
English Learners	-3	0	25
Students with Disabilities		67	0

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.5	9.8	15.7
7	21.6	22.5	36.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement opportunities include the Art Docent Program, field trip chaperones, classroom volunteers, fund-raising, School Site Council, Parent Club, District English Language Advisory Committee (DELAC), Friends of Music, Club Live and many sport related opportunities. Local organizations and businesses support our activities throughout the year.

Egling Middle School has an active Parent Club which meets monthly. Parent club is actively involved in fund raising and in educational activities. Our parent club facilitates opportunities for parents to become involved in our school activities and programs.

Parents are encouraged to use our on-line student information system , School Loop, which allows parents to monitor their student's progress. Teachers, administrators and our counselor contact parents to discuss successes and areas of concern regarding student's academics and behavior. They work together to develop strategies to benefit students.

A weekly bulletin is emailed home to inform parents of upcoming events. A school news letter is sent home monthly.

For more information on how to become involved, contact (530) 458-7631.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.8	2.2	6.8	1.7	0.9	3.5	5.7	5.1	4.4
Expulsions	0.9	0.4	0.0	1.1	0.4	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

School safety is the highest priority at our school. Egling Middle School has a closed campus policy and all visitors are required to report to the office for permission to be on campus and receive a visitor's badge. All staff on campus wear school ID badges. We provide adequate adult supervision for the lunch and playground, and other areas immediately before and after school. The principal, vice principal and counselor regularly assist with student supervision. Our After School Program is offered to all 4th - 8th grade students and runs at capacity. The program includes homework assistance, a healthy snack and extracurricular activities. The program supervises students from the end of the regular school day until 6:00 p.m.

The School Safety plan is updated annually in accordance with Senate Bill 187. The key elements of the plan include traumatic incidents, imminent danger procedure, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Drills are practiced quarterly. The staff participates in emergency scenarios in order to maintain decision-making and communication procedures for a given emergency. Our School Resource Officer is available daily. Egling Middle School has random visits from Interquest Detection Canines. The Sheriff's Department provides the Drug Awareness and Resistance Education for our 5th Graders.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2011-2012
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "—" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4					33		8	1	23	11	19	1
5					25	1	13	2	22	6	21	2
6					28	2	10	2	21	9	24	1
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.8	4	4	0	22	3	6		22	5	5	
Mathematics	22.9	4	4	0	24	3	5		24	2	7	
Science	24.4	2	6	0	25	3	5		25	1	7	
Social Science	24.9	2	6	0	25	3	5		25	2	6	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.50	510
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	0.4	---
Social Worker		---
Nurse	0.4	---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist	1	---
Other		---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,720	\$2,327	\$5,393	\$57,577
District	---	---	\$5,534	\$61,692
Percent Difference: School Site and District	---	---	-2.5	-6.9
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-2.6	-1.8

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

- Title 1 Reading Intervention: Small reading group instruction for struggling readers.
- Services for English Learners: English Language Development and classroom assistance provided.
- Computer Labs (2): Updated computers provided for computer applications and programs such as typing, Accelerated Reader and Accelerated Math.
- After School Tutoring in Reading and Math: A tutoring component is part of our After School Safety and Enrichment Program (ASES). 7-8th Students can make up failing grades during (ASES).

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,152
Mid-Range Teacher Salary	\$55,816	\$55,573
Highest Teacher Salary	\$73,471	\$71,908
Average Principal Salary (Elementary)	\$102,858	\$87,660
Average Principal Salary (Middle)	\$91,465	\$92,424
Average Principal Salary (High)	\$105,578	\$93,606
Superintendent Salary	\$125,000	\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

The district has increased its efforts in providing teachers with additional training needed to keep abreast of the changes in education. Staff development activities and training include piloting Engage New York math materials, Language! intervention program, Reciprocal Teaching, Peer Assisted Learning Strategies and Next Generation Science Standards. Teachers work with a math consultant and our Reading Specialist in language arts to refine teaching and curriculum. Our district has implemented teacher Professional learning time every Wednesday afternoon where students are excused 30 minutes early and teachers have additional time to collaborate on instructional and curricular needs. We also have three training days before school that provide teachers with additional skills in technology, curriculum and effective teaching strategies.

Colusa High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Colusa High School
Street	901 Colusa Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-2156
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
Web Site	
CDS Code	06-61598-0631259

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us
Web Site	www.colusa.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Welcome to Colusa High School and its many rich traditions which reach back over 100 years. The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the belief that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our high school holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 347 students in grades 9-12 through our comprehensive secondary programs (college preparatory, School to Career, pre-vocational). Of the 63 students graduating in the Class of 2012, 13% (8) are attending a campus of California State University, 3% (2) are attending a University of California campus, 3% (2) are attending private four year colleges, 3% (2) are attending an out of state university, 72% (45) are attending a California Community College, 6% (4) enlisted in the Armed Forces, and 3% (2) enrolled in trade schools.

Colusa High School is fully accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review, in June of 2009.

It is a goal of Colusa High School that students are prepared to partake in post-secondary education and/or training, or to enter the workforce.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	103
Grade 10	90
Grade 11	82
Grade 12	72
Ungraded Secondary	
Total Enrollment	348

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.9
Asian	0.6
Filipino	0.3
Hispanic or Latino	60.1
Native Hawaiian or Pacific Islander	0.3
White	35.3
Two or More Races	0.0
Socioeconomically Disadvantaged	55.2
English Learners	12.4
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18			
Without Full Credential	1			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	1	0	
Total Teacher Misassignments *	1	0	
Vacant Teacher Positions	0	1	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.04	0.96
High-Poverty Schools in District	99.50	0.50
Low-Poverty Schools in District	87.50	12.50

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September 18, 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature 9, McDougal Littell - 2000 Language of Literature 10, McDougal Littell - 2000 Language of Literature 11, McDougal Littell - 1997 British and World Literature, Southwestern Educational Pub. - 1997 College Board Course for English 4, The College Board, 2001</p> <p>Supplemental: Accelerated Reading, Renaissance Learning, 2003 Pacesetter English 1 & 4, The College Board, 2003 Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009</p> <p>ELD Grades 9 - 12: At Home in Two Lands, Heinle & Heinle, 1991 The American Heritage Spanish Dictionary, Berkley, 2000 The New Grammar in Action -- Book 1 & 2, Heinle & Heinle, 1997, 1998</p>		0%
Mathematics	<p>Algebra I: Concepts and Skills, McDougal Littell- 2001 Geometry, Prentice Hall - 2004 Algebra 2, Prentice Hall - 2004 Precalculus, Brooks/Cole - 2012 Calculus, Houghton Mifflin - 2006 Mathematical Models with Applications, Freeman - 2002</p> <p>Supplemental: Accelerated Math, Renaissance, 2003</p>		0%
Science	<p>Agriscience, Interstate Publishers, Inc. - 2003 Biology, William C. Brown - 1996 Introduction to Biology, Teaching Point - 2008 Modern Biology, Holt, Rinehart & Winston - 2002 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Conceptual Physics, Addison Wesley, 2007 Sustaining the Earth, Brooks/Cole - 2007</p> <p>Supplemental: Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009</p>		0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 Civics in Amerca, McDougal Littell - 2003 The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006 Economics (AP), McDougal Littell - 2005 Economics, New Ways of Thinking, EMC Publishing - 2007 Supplemental: Gale Databases, Cengage Learning, 2012 CQ Researcher, CQ Press - 2009		0%
Foreign Language	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002		0%
Health	Study Skills, Grand Lighthouse - 2011		0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) is provided through site and categorical funding.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The present Colusa High School campus is approximately 45 years old with most buildings constructed prior to 1964. Generally in good repair, the facilities include 22 classrooms, administrative and counseling offices, a career center, a gymnasium and cafeteria/foyer, music room/stage, locker rooms for boys and girls, four tennis courts, two soccer fields and two practice fields, two baseball fields, an outdoor track, and a five-acre school farm with animal barn. Football games are now played at the new Colusa High School Football Stadium and graduation was held there for the first time in school history in 2008.

The school library, housed in the administrative wing, has a collection of 16,655 books, online card catalog, and Internet access on 30 student computers. Campus wide there are 261 computers (PCs). All of our staff computers are networked and have Internet access as well.

A staff of one full-time custodian and a two-person custodial crew maintain the property with a district groundskeeper responsible for mowing and watering lawns. During passing periods, at lunch, and immediately before and after school, two administrators share responsibilities for student supervision on the grounds.

Ongoing efforts are underway to acquire modernization funding to make facility repairs needed as a result of aging buildings, and to complete the stadium project. Colusa High School was a recipient of a \$50,000.00 grant from the Baseball For Tomorrow Foundation for the renovation of its two baseball fields. This project was completed prior to the beginning of the 2010 baseball season.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: November 9, 2012				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Light fixture not working. Replaced ballast.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	57	48	49	44	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	49
Male	51
Female	46
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	
White	66
Two or More Races	
Socioeconomically Disadvantaged	37
English Learners	17
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43	47	54	42	44	46	54	56	55
Mathematics	21	33	31	38	42	45	49	50	50
History-Social Science	36	43	43	34	36	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	5
Similar Schools	4	6	9

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	21	-12	26
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	33	-33	43
Native Hawaiian/Pacific Islander			
White	17	39	-6
Two or More Races			
Socioeconomically Disadvantaged	17	-33	32
English Learners	19	-59	108
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

A Career Pathway is offered in Agriculture and Natural Resources. Agriculture students may take courses in Beginning and Advanced Farm Mechanics, Integrated Ag Biology, Floral Design, Ag Science I & II, and a capstone course in Farm Business Management. We are in the process of developing additional Career Pathways.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	142
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	60

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	61.40
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	33.80

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	47	62	48	43	60	41	56	57	56
Mathematics	42	59	57	41	57	52	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	25	17	48	40	11
All Students at the School	52	28	20	43	44	12
Male	67	23	9	47	49	5
Female	34	34	32	39	39	21
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	63	27	10	51	39	10
Native Hawaiian or Pacific Islander						
White	31	31	38	29	54	18
Two or More Races						
Socioeconomically Disadvantaged	52	35	13	46	46	8
English Learners	100			83	17	
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.2	18.2	32.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

We welcome and encourage parental involvement through a variety of organizations and activities. There are numerous opportunities for parents to serve on committees such as School Site Council, WASC Action Teams and the English Learner Advisory Committee. Parents also are encouraged to join such organizations as Friends of the Library, Friends of Music, Friends of Agriculture, Colusa Redhawks Athletic Foundation, the Environmental Sciences Academy, and Grad Night Parents; to assist by chaperoning dances and field trips; to serve on Senior Project panels; and help with senior interviews. If you would like to volunteer please contact either Darren Brown, Principal or Lori Tanner, Counselor at (530) 458-2156.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	6.8	8.6	11.3	13.0	17.5	19.0	14.7	13.1	11.4
Graduation Rate	89.19	91.36	88.75	79.00	76.32	70.69	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	86.59	74.34	84.56
Black or African American	100.00	100.00	75.90
American Indian or Alaska Native	100.00	50.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	79.59	73.44	80.83
Native Hawaiian/Pacific Islander	100.00	100.00	84.06
White	96.55	75.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	88.64	69.84	82.58
English Learners	55.56	43.75	53.68
Students with Disabilities	44.44	40.00	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.8	0.0	3.7	1.7	0.9	3.5	5.7	5.1	4.4
Expulsions	2.9	1.0	1.0	1.1	0.4	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Colusa High School Safety Plan is reviewed annually by administration with staff and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. All visitors are required to check in at the main office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension. There are relatively few instances of graffiti and vandalism, with repainting and repairs made as soon as possible. All buildings are fully alarmed and monitored by the Bay Alarm security company.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	No	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	13	8	0	20	14	7		22	10	5	1
Mathematics	26.2	3	7	2	21	7	8		22	6	7	1
Science	21.8	8	4	0	22	8	4		22	7	5	1
Social Science	22.8	6	6	1	21	9	4		22	9	3	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	351
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0.2	---
Social Worker	0	---
Nurse	0.2	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0.25	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,147	\$2,176	\$5,971	\$61,087
District	---	---	\$5,534	\$61,692
Percent Difference: School Site and District	---	---	+8%	4%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	+9%	8%

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,152
Mid-Range Teacher Salary	\$55,816	\$55,573
Highest Teacher Salary	\$73,471	\$71,908
Average Principal Salary (Elementary)	\$102,858	\$87,660
Average Principal Salary (Middle)	\$91,465	\$92,424
Average Principal Salary (High)	\$105,578	\$93,606
Superintendent Salary	\$125,000	\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	1	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics	1	---
Science		---
Social Science		---
All courses	2	1.0

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Teachers are required to complete three days of pre-service professional activity days. Two of the days are before the school year begins and one day is held mid-November. Additionally, teachers are required to participate in collaboration activities on a weekly basis each Wednesday. Teachers are afforded the opportunity to attend professional conferences and workshops, according to the needs of the individual teacher and the school improvement plan.

Colusa Alternative Home School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Colusa Alternative Home School
Street	745 10th Street
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-7791
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
Web Site	
CDS Code	06-61598-0630046

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us
Web Site	www.colusa.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Colusa Alternative Home School is a K-12 Independent Study program that focuses on delivering high quality educational experiences in a Home School environment. Students and parents, with the support of district staff and curriculum, are offered a variety of approved classes to meet the needs of the learner. Parents and students have the option of completing their studies at home and utilizing the Home School resource center that was established during the 2004-05 school year. District teaching staff meets with each student and parent a minimum of one hour per week to review work completed and provide materials for future assignments.

The mission of Colusa Alternative Home School is to support families in the educational programs for their K-12 grade level students by providing state adopted curriculum and resources to meet current instructional standards and graduation requirements.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	2
Grade 1	
Grade 2	
Grade 3	3
Grade 4	1
Grade 5	2
Grade 6	4
Grade 7	2
Grade 8	3
Ungraded Elementary	
Grade 9	5
Grade 10	12
Grade 11	12
Grade 12	20
Ungraded Secondary	
Total Enrollment	66

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	6.1
Asian	0.0
Filipino	0.0
Hispanic or Latino	47.0
Native Hawaiian or Pacific Islander	0.0
White	47.0
Two or More Races	0.0
Socioeconomically Disadvantaged	40.9
English Learners	12.1
Students with Disabilities	4.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	2			3
Without Full Credential	0			0
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	87.50	12.50
All Schools in District	99.04	0.96
High-Poverty Schools in District	99.50	0.50
Low-Poverty Schools in District	87.50	12.50

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: JAN 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	* Note: The Home School program enjoys a combination of instructional materials which includes an adequate supply of all state-adopted textbooks that are purchased and adopted through appropriate grade level activities at regular education sites in the Colusa Unified School District.	Yes	0%
Mathematics	Same as above.	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Same as above.	Yes	0%
History-Social Science	Same as above.	Yes	0%
Foreign Language	Rosetta Stone LTD, Spanish - 2008	Yes	0%
Health	Same as note above.	Yes	0%
Visual and Performing Arts	Home School students have the opportunity to participate in classes offered at age-appropriate sites in the district, as well as a limited number of private lessons offered through Art & Music Grant funds.	Yes	0%
Science Laboratory Equipment (grades 9-12)	Home School students have the option of attending Lab Science courses at Egling Middle School and Colusa High School where adequate facilities are maintained.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The nature of Home School programs does not deal with school facilities due to the fact that most of their activities are done at home. When Home School students are involved in regular school activities, the facilities are under the responsibility of that school site and are reported in that school's accountability report. The exception to this is the new Home School resource center that was developed during the 2004-05 school year, which is maintained for safety, cleanliness and in good repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: N/A				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	23	31		44	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	25	33	39	42	44	46	54	56	55
Mathematics	8	12	10	38	42	45	49	50	50
History-Social Science	8	10	24	34	36	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-30	3	7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)
Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	15		20	43	60	41	56	57	56
Mathematics	33		38	41	57	52	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	25	17	48	40	11
All Students at the School	80	13	7	62	31	8
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	83	17		73	18	9
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5			
7			
9			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parents are key partners in the delivery of a Home School education. They are actively involved in their child's education through daily assignments, educational field trips and district sponsored activities. The nature of this program thrives on parent support and involvement. Parents are also invited to visit the Home School resource center to utilize additional resources and provide support to other parents.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	11.8	27.8	31.8	13.0	17.5	19.0	14.7	13.1	11.4
Graduation Rate	76.47	50.00	27.27	79.00	76.32	70.69	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	33.33	74.34	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	50.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	30.00	73.44	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	36.36	75.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	20.00	69.84	82.58
English Learners	33.33	43.75	53.68
Students with Disabilities	0.00	40.00	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.0	0.0	1.7	0.9	3.5	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	1.1	0.4	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The nature of the Home School does not create the same need for a safety plan as the students and parents do the majority of their activities in their homes. When students are involved in regular school programs and activities, they are under the plans of the school they are attending at the time. All schools in the Colusa Unified School District have adopted safety plans which are reviewed on an annual basis.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					1	1			1	2		
1					1	2						
2					1	3						
3					1	1			2	2		
4					1	1			1	1		
5					1	3			1	2		
6					1	1			1	3		
Other												

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	As Needed	As Needed
Counselor (Social/Behavioral or Career Development)	As Needed	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	As Needed	---
Nurse	As Needed	---
Speech/Language/Hearing Specialist	As Needed	---
Resource Specialist	As Needed	---
Other	0	---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5891	1393	4498	66533
District	---	---	5534	\$61,692
Percent Difference: School Site and District	---	---	-18.7	11.4
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	-17.5	14.8

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Colusa Alternative Home School spends its funds as follows: Teacher and Administrative Pay include the salaries and benefits for teachers, superintendents, principals, and other directors or supervisors. Direct Instruction includes instructional aides, textbooks, field trips, music and art consultants and other instructional materials. Instructional Support includes all clerical and support staff. Pupil Services includes physical and mental health professionals and attendance clerks. Maintenance and Operations covers the costs of repair, replacement, and upkeep of the buildings and grounds. Transportation includes the cost of bus drivers and other transportation costs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,152
Mid-Range Teacher Salary	\$55,816	\$55,573
Highest Teacher Salary	\$73,471	\$71,908
Average Principal Salary (Elementary)	\$102,858	\$87,660
Average Principal Salary (Middle)	\$91,465	\$92,424
Average Principal Salary (High)	\$105,578	\$93,606
Superintendent Salary	\$125,000	\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

Staff development during the 2013-14 school year was provided during 3 district pre-service days, 3 state-funded buyback days, Wednesday collaboration activities, and through various opportunities incorporated into the district's K-12 Staff Development Plans. In addition, Home School staff pursued a variety of workshops and graduate courses specific to their subject areas taught and professional goals.

The primary focus during 13/14 was instructional improvements. Teachers are working on strategies to implement best practice instruction in the classroom, increase engagement, and scaffold learning for higher achievement. Teacher support is provided through a system of peer and Principal feedback.

Colusa Alternative High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Colusa Alternative High School
Street	817 Colusa Avenue
City, State, Zip	Colusa, CA 95932
Phone Number	(530) 458-2232
Principal	Darren Brown
E-mail Address	dbrown@colusa.k12.ca.us
Web Site	
CDS Code	06-61598-0630012

District Contact Information	
District Name	Colusa Unified School District
Phone Number	(530) 458-7791
Superintendent	Dwayne Newman
E-mail Address	dnewman@colusa.k12.ca.us
Web Site	www.colusa.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Colusa Alternative High School (CAHS) is a Colusa Unified School District school of choice. CAHS primarily serves 15-18 year olds. At the time of enrollment, most students transfer due to credit deficiency. CAHS instructors utilize a variety of instructional strategies for delivering a core curriculum. Students are held accountable for meeting state standards and consistent expectations academically, vocationally, and socially. They are encouraged to pursue areas of interest, develop their talents, and acquire employment skills. Students may either work toward a diploma through CAHS or transfer to the comprehensive high school at semester if they have sufficient credits and have taken or made up courses required for graduation. A dedicated and caring staff is committed to fulfilling the school's mission: Colusa Alternative High School will provide an environment that enables all learners to reach their individual potentials, including the literacy, knowledge, and skills necessary to compete in a global economy, and to exercise the rights and responsibilities of citizenship.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	
Grade 10	10
Grade 11	7
Grade 12	13
Ungraded Secondary	
Total Enrollment	30

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	10.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	70.0
Native Hawaiian or Pacific Islander	0.0
White	16.7
Two or More Races	0.0
Socioeconomically Disadvantaged	96.7
English Learners	46.7
Students with Disabilities	26.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1			2
Without Full Credential	0			0
Teaching Outside Subject Area of Competence (with full credential)	0			0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.04	0.96
High-Poverty Schools in District	99.50	0.50
Low-Poverty Schools in District	87.50	12.50

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 2015 January

All curriculum materials utilized by students and staff are similar to those used at the comprehensive high school, Colusa High School.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Language of Literature 9, McDougal Littell - 2000 Language of Literature 10, McDougal Littell - 2000 Language of Literature 11, McDougal Littell - 1997 British and World Literature, Southwestern Educational Pub. - 1997 College Board Course for English 4, The College Board, 2001</p> <p>Supplemental: Accelerated Reading, Renaissance Learning, 2003 Pacesetter English 1 & 4, The College Board, 2003 Gale Databases, Cengage Learning, 2009 CQ Researcher, CQ Press, 2009</p> <p>ELD Grades 9 - 12: At Home in Two Lands, Heinle & Heinle, 1991 The American Heritage Spanish Dictionary, Berkley, 2000 The New Grammar in Action -- Book 1 & 2, Heinle & Heinle, 1997, 1998</p>	Yes	0%
Mathematics	<p>Algebra I: Concepts and Skills, McDougal Littell- 2001 Geometry, Prentice Hall - 2004 Algebra 2, Prentice Hall - 2004 Precalculus, Houghton Mifflin - 2004 Calculus, Houghton Mifflin - 2006 Mathematical Models with Applications, Freeman - 2002</p> <p>Supplemental: Accelerated Math, Renaissance, 2003</p>	Yes	0%
Science	<p>Agriscience, Interstate Publishers, Inc. - 2003 Biology, William C. Brown - 1996 Introduction to Biology, Teaching Point - 2008 Modern Biology, Holt, Rinehart & Winston - 2002 BSCS Biology: An Ecological Approach, Kendall/Hunt - 2007 Chemistry, Prentice Hall - 2008 Conceptual Physics, Addison Wesley, 2007 Sustaining the Earth, Brooks/Cole - 2007</p> <p>Supplemental: Gale Databases, Cengage Learning - 2009 CQ Researcher, CQ Press - 2009</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Modern World History, McDougal Littell - 2006 The Americans, McDougal Littell - 2006 Civics in Amerca, McDougal Littell - 2003 The American Pageant (AP), McDougal Littell - 2006 American Government (AP), McDougal Littell - 2006 Economics (AP), McDougal Littell - 2005 Economics, New Ways of Thinking, EMC Publishing - 2007 Supplemental: Gale Databases, Cengage Learning, - 2009 CQ Researcher, CQ Press - 2009	Yes	0%
Foreign Language	Spanish: Realidades I, Pearson-Prentice Hall - 2008 Realidades II, Pearson-Prentice Hall - 2008 Entre Mundos, Pearson-Prentice Hall - 2004 Nuestro Mundo, Holt-McDougal - 2002	Yes	0%
Health	Study Skills, Grand Lighthouse - 2011	Yes	0%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	Science Laboratory Equipment (Gr. 9-12) Essential laboratory equipment is provided through site and categorical funding.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The CAHS facilities include a classroom on the high school site, a staff work area and break/lunch room. The facilities are in good repair; the custodial and teaching staffs keep the facilities clean, orderly, and inviting so that students feel very much at home. In addition to taking their classes at the CAHS site, students may eat in the school cafeteria during break if they choose.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 30, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 30, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				44	51	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	9	7	7	42	44	46	54	56	55
Mathematics				38	42	45	49	50	50
History-Social Science	0	0	7	34	36	44	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

The Colusa Alternative High School does not offer any approved CTE courses, at this time. We are developing plans so that students at the CAHS may be able to access CTE courses at Colusa High School.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts				43	60	41	56	57	56
Mathematics				41	57	52	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	25	17	48	40	11
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

A Fall Back to School Night and Spring Open House are held to inform parents about school activities and opportunities for involvement. Parents are invited to visit classes any time, chaperone school trips, serve on Site Council, assist with community service projects, and serve as Senior Project judges. Those interested in getting involved should contact staff or faculty members, Administrative Assistant Lorie Meyers, or Principal Darren Brown at 458-2156.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	13.0	17.5	19.0	13.0	17.5	19.0	14.7	13.1	11.4
Graduation Rate	79.00	76.32	70.69	79.00	76.32	70.69	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	60.00	74.34	84.56
Black or African American	0.00	100.00	75.90
American Indian or Alaska Native	0.00	50.00	77.82
Asian	0.00	0.00	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	100.00	73.44	80.83
Native Hawaiian/Pacific Islander	0.00	100.00	84.06
White	25.00	75.00	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	33.33	69.84	82.58
English Learners	25.00	43.75	53.68
Students with Disabilities	0.00	40.00	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	4.0	4.3	1.7	0.9	3.5	5.7	5.1	4.4
Expulsions	0.0	0.0	2.2	1.1	0.4	0.3	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The Colusa Alternative High School Safety Plan is reviewed annually by administration with staff, and by staff with students. Responses to emergency situations such as fire, earthquake, flooding, bomb threat, and intruder on campus are addressed in the plan and in drills conducted with students. All visitors are required to check in at the school office upon arrival and to wear visitor badges while on campus. There is zero tolerance for fighting and when fights do occur, which is rarely, police are called and the combatants are issued five days suspension. All buildings are fully alarmed and monitored by the Bay Alarm security company.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	N/A	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	3
Percent of Schools Currently in Program Improvement	---	75.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	0	2	0	25		1					
Mathematics	24.5	0	2	0	25		1					
Science	0	0	0	0	25		1					
Social Science	24.5	0	2	0	25		1		21	4		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.1	26
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (Paraprofessional)		---
Psychologist	0.2	---
Social Worker		---
Nurse	0.2	---
Speech/Language/Hearing Specialist		---
Resource Specialist		---
Other		---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,852	\$73	\$9,780	\$66,920
District	---	---	\$6,055	\$61,692
Percent Difference: School Site and District	---	---	38%	12%
State	---	---	\$4,690	\$57,912
Percent Difference: School Site and State	---	---	44%	16%

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

ADA state funding is used to provide basic, comprehensive educational programs for students. This includes staffing, facilities and instructional materials. Supplemental funding for school improvement activities, staff development, field trips, equipment, and enrichment programs is provided through state and federal categorical funds.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,581	\$38,152
Mid-Range Teacher Salary	\$55,816	\$55,573
Highest Teacher Salary	\$73,471	\$71,908
Average Principal Salary (Elementary)	\$102,858	\$87,660
Average Principal Salary (Middle)	\$91,465	\$92,424
Average Principal Salary (High)	\$105,578	\$93,606
Superintendent Salary	\$125,000	\$116,538
Percent of Budget for Teacher Salaries	39	34
Percent of Budget for Administrative Salaries	7	7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

There were three days allocated for professional development activities, two prior to the start of school and one in the month of November. Additionally, time is banked and 2:30 pm to 3:30 pm, each Wednesday, is set aside for collaboration between staff. Every two weeks, the counselor and the principal meet with each student to monitor progress, attendance and discipline. Each student signs a contract and each meeting sets goals and checks progress toward those set goals.

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MARCH 20, 2015			BATCH 34
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
917	ACCESS	\$ 100.00	01	DO	SHREDDING DOCUMENTS
922	ALHAMBRA WATER	\$ 62.11	01	DO	WATER
911	BEELER TRACTOR	\$ 256.78	01	MOT	MOWER/GATOR REPAIR/SERVICE
523	JILL BOEGER	\$ 10.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
910	COLUSA COUNTY FARM SUPPLY	\$ 621.25	01	MOT	GROUNDS SUPPLIES
909	COLUSA DAIRY	\$ 39.15	01	BPS	POPSICLES FOR SALE
894	COLUSA EYECARE OPTOMETRY	\$ 234.00	01	DO	EYE EXAMS FOR NEEDY STUDENTS
896	CUSD CAFETERIA FUND	\$ 135.00	01	BPS/CHS	FOOD FOR MEETINGS
912	DAVIES CHEVRON	\$ 9.00	01	MOT	THRIFTY WASHES
918	KRYSTYNA FRANK	\$ 43.84	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
904	HERFF JONES	\$ 9.65	01	HMS	DIPLOMA
915	INTERQUEST DETECTION CANINES	\$ 700.00	01	EMS/CHS	DRUG DOG VISITS
921	JAS/LAURA CERVANTES	\$ 400.00	01	BPS	PARENT CLUB - DR SUESS CHARACTER VISITS
907	KELLEHER PAINT	\$ 365.02	01	MOT	MAINTENANCE SUPPLIES
908	BOB KIRKMAN	\$ 54.07	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
898	ROSETTA STONE	\$ 486.50	01	CHS	SOFTWARE LICENCES
906	SORENSEN PEST CONTROL	\$ 258.00	01	ALL	PEST CONTROL SERVICE
899	SPURR	\$ 6,423.65	01	ALL	NATURAL GAS BILLING
901	SUPERIOR REGION FFA	\$ 222.00	01	CHS	FFA REGISTRATION
916	US BANK EQUIPMENT FINANCE	\$ 2,101.63	01	ALL	COPIER LEASES
RC86	US BANK CALCARD VISA	\$ 35,219.17	01	ALL	SEE ATTACHED
902	WEST VALLEY HS TRACK	\$ 300.00	01	SPORTS	TRACK MEET ENTRY FEE
	GENERAL FUND 01	\$ 48,050.82			
897	LEASA HILL	\$ 192.39	13	CAFÉ	REIMBURSE FOR SUPPLIES PURCHASED
RC88	US BANK CALCARD VISA	\$ 16,778.02	13	CAFÉ	REFRIGERATOR
	CAFETERIA FUND 13	\$ 16,970.41			
	CAPITAL FACILITIES FUND 25	\$ -			
920	BENTO'S	\$ 254.81	95	CHS	TSHIRTS
900	GENERATIONS	\$ 445.05	95	CHS	TSHIRTS
919	GOLDEN GATE FUNDRAISING	\$ 7,909.20	95	EMS	FUNDRAISER
895	BARBARA HANKINS	\$ 284.04	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
903	LCMS	\$ 327.61	95	CHS	AWARDS
RC87	US BANK CALCARD VISA	\$ 821.96	95	CHS/EMS	SEE ATTACHED
	STUDENT BODY FUND 95	\$ 10,042.67			
	TOTAL ACCOUNTS PAYABLE	\$ 75,063.90			

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US BANK CALCARD - VISA

Sheryl Parker

FD01-RC86 FD13-RC88 FD95-RC87

15-Mar	STATEWIDE TRAFFIC SAFETY	\$28,028.78	\$28,028.78			SAFETY CROSSING SIGNALS/SIGNS
15-Mar	RECOLOGY BUTTE COLUSA	\$2,787.90	\$2,787.90			ALL GARBAGE SERVICE
15-Mar	RSD	\$16,225.02		\$16,225.02		CAFETERIA REFER FOR BPS
15-Mar	RISO	\$250.00	\$250.00			SERVICE AGREEMENT FOR BPS RISO
15-Mar	SUTTER BUTTES COMMUNICATIO	\$389.25	\$389.25			MOT QUARTERLY BUS RADIO FEE
13-Mar	ZENNI OPTICAL	\$22.85	\$22.85			EYEGLASSES FOR NEEDY STUDENT
13-Mar	ZENNI OPTICAL	\$39.85	\$39.85			EYEGLASSES FOR NEEDY STUDENT
13-Mar	BIMBO BAKERIES WEST A/R	\$306.60		\$306.60		CAFET FOOD
13-Mar	BIMBO BAKERIES WEST A/R	\$123.20		\$123.20		CAFET FOOD
13-Mar	BIMBO BAKERIES WEST A/R	\$123.20		\$123.20		CAFET FOOD
13-Mar	MESSICK ACE HARDWARE	\$1,233.45	\$1,233.45			MOT MAINTENANCE SUPPLIES
10-Mar	SCHOOL SERVICES OF CALIFO	\$155.00	\$155.00			DO WORKSHOP REGISTRATION

Jeremy Miller

12-Mar	AMAZON.COM	\$27.56	\$27.56			TECH SUPPLIES
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Rosemary Hicks

12-Mar	THE MASTER TEACHER	\$53.84	\$53.84			BPS SUPPLIES
10-Mar	USPS 05172809334414268	\$245.00	\$245.00			BPS POSTAGE

Zeba Hone

6-Mar	ALIBRIS BOOKS	\$250.64	\$250.64			HMS BOOKS
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Jody Johnston

9-Mar	SSI*SCHOOL SPECIALTY	\$245.15	\$245.15			EMS SUPPLIES
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Darren Brown

12-Mar	AMAZON MKTPLACE PMTS	\$151.56			\$151.56	CHS SUPPLIES
12-Mar	AMAZON MKTPLACE PMTS	\$15.85			\$15.85	CHS SUPPLIES
12-Mar	QUILL CORPORATION	\$73.96	\$43.01		\$ 30.95	CHS SUPPLIES
11-Mar	WALMART.COM 8009666546	\$71.01			\$71.01	CHS SUPPLIES
10-Mar	IN *STARLINE PRESS	\$1,157.35	\$1,157.35			CHS SUPPLIES
10-Mar	CAROLINA BIOLOGIC SUPPLY	\$98.66	\$98.66			CHS SUPPLIES
9-Mar	CAROLINA BIOLOGIC SUPPLY	\$119.95	\$119.95			CHS SUPPLIES
6-Mar	SPORTMENS DEN INC	\$70.93	\$70.93			CHS SUPPLIES
5-Mar	FROMUTH TENNIS	\$552.59			\$552.59	CHS SUPPLIES

\$52,819.15 \$35,219.17 \$16,778.02 \$821.96

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED MARCH 27, 2015			BATCH 35
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
958	A-Z BUS SALES	\$ 42.14	01	MOT	BUS REPAIR SUPPLIES
932	ALS LABS	\$ 23.65	01	MOT	OIL TESTING
941	KATHY APLANALP	\$ 164.06	01	EMS/BPS	REIMBURSE FOR SUPPLIES PURCHASED
926	CHRISTINA BAILEY	\$ 35.42	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
937	CVT	\$ 101,446.15	01	ALL	APRIL HEALTH INS PREMIUMS
946	CHEVRON & TEXACO	\$ 178.41	01	MOT	GAS FOR VEHICLES
939	COLUSA COUNTY CHAMBER OF COMMERCE	\$ 50.00	01	DO	MEMBERSHIP
940	COLUSA DAIRY	\$ 343.97	01	CHS/BPS	SUPPLIES
933	COLUSA USD CAFETERIA FUND	\$ 123.50	01	EMS/DO	FOOD FOR MEETINGS
RC89	CUSD EMER FUND-TIFFANY SINES	\$ 186.04	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
RC89	CUSD EMER FUND-WHEATLAND HIGH SCHOOL	\$ 200.00	01	SPORTS	ENTRY FEE
RC89	CUSD EMER FUND-EMS PETTY CASH-B.REECE	\$ 17.65	01	EMS/CHS	POSTAGE
RC89	CUSD EMER FUND-MELISSA MICHALK	\$ 1,000.00	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
RC89	CUSD EMER FUND-CSU CHICO	\$ 175.00	01	SPORTS	ENTRY FEE
RC89	CUSD EMER FUND-SAN DIEGO COE	\$ 400.00	01	CHS	CLASS REGISTRATION
930	MATT GIFFIN	\$ 28.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
956	VICTOR GOMEZ	\$ 38.00	01	MOT	REIMBURSE BUS DRIVER MEALS
959	HARPER'S AUTO REPAIR	\$ 171.73	01	MOT	VEHICLE REPAIR
949	HORIZON OFFICIALS ASSOC.	\$ 4,167.00	01	SPORTS	SOFTBALL/BASEBALL OFFICIALS
944	JIM LAGRONE	\$ 539.08	01	MOT	REIMBURSE MILEAGE
943	MERIDIAN DIESEL	\$ 431.00	01	MOT	BUS SERVICE/REPAIR
936	MITCHELL NAIL	\$ 440.14	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
925	NSCIF	\$ 831.93	01	SPORTS	OFFICIALS MILEAGE
931	KIM OLSON	\$ 513.69	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
924	MIKE PHENICIE	\$ 96.96	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
938	BARBARA REECE	\$ 144.33	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
928	CRAIG RICHARDS	\$ 28.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
953	SYTECH SOLUTIONS	\$ 2,752.00	01	DO	SCANNING AND ARCHIVING 30 YEARS OF BOARD MINUTES
952	HEATHER THOMAS	\$ 481.60	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
950	VANDERBILT UNIVERSITY	\$ 140.00	01	EMS	STAFF DEVELOPMENT REGISTRATION
955	SOCORRO VARGAS	\$ 20.50	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
957	VOLTAGE SPECIALIST	\$ 736.80	01	CHS	MONITORING FEE ANNUAL
929	JOE WILLIAMSON	\$ 224.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
	GENERAL FUND 01	\$ 116,170.75			
960	HEARTLAND	\$ 8,016.00	13	CAFÉ	POINT OF SALE SERVICE
934	SCHMIDT CONSTRUCTION	\$ 2,946.00	13	CAFÉ	REFRIGERATOR INSTALLATION - CUTTING HOLE FOR DOOR
	CAFETERIA FUND 13	\$ 10,962.00			
954	CPM	\$ 12,367.50	21	BOND	CONSULTING FEES FOR FEBRUARY
	MEASURE A BOND FUND 21	\$ 12,367.50			
	CAPITAL FACILITIES FUND 25	0.00			
RC90	CUSD EMER FD-SUTTER COUNTY SCHOOLS	\$ 1,850.00	95	EMS	SHIRTS/SWEATSHIRTS FOR SHADY CREEK
RC90	CUSD EMER FD-SAMMY ESPINDOLA	\$ 36.55	95	CHS	REFUND
RC90	CUSD EMER FD-KENDRA HESTER	\$ 9.74	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC90	CUSD EMER FD-JAMIE LAY	\$ 95.03	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC90	CUSD EMER FD-CA FBLA	\$ 1,820.00	95	CHS	FBLA REGISTRATION FEES
RC90	CUSD EMER FD-HILTON SANTA CLARA	\$ 2,538.60	95	CHS	FBLA HOTEL ROOMS
RC90	CUSD EMER FD-CA FBLA	\$ 595.00	95	CHS	FLBA REGISTRATION FEES
RC90	CUSD EMER FD-GARY PAJEWSKI	\$ 414.00	95	CHS	DJ FOR PROM
RC90	CUSD EMER FD-KIM STEILDMAYER	\$ 143.91	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
945	CUSD GENERAL FUND	\$ 184.81	95	CHS	PAY MOT FOR ASB BASEBALL SUPPLIES
949	HORIZON OFFICIALS ASSOC.	\$ 5,216.00	95	CHS	SOFTBALL/BASEBALL OFFICIALS
927	PERRY TAYLOR	\$ 125.78	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
	STUDENT BODY FUND 95	\$ 13,039.42			
	TOTAL ACCOUNTS PAYABLE	\$ 152,539.67			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED APRIL 3, 2015			BATCH :
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
972	BAXTER AUTO PARTS	\$ 59.46	01	MOT	VEHICLE PARTS
984	CA STATE RAILROAD MUSEUM	\$ 400.00	01	EMS	FIELD TRIP
968	CASCADE ATHLETIC SUPPLY	\$ 110.54	01	SPORTS	SUPPLIES
975	CCOE	\$ 2,500.00	01	BPS	PIP CONTRIBUTION
997	COLUSA DIARY	\$ 39.15	01	BPS	SUPPLIES
962	CUSD CAFETERIA FUND	\$ 2,206.31	01	DO	CREDIT ON VISA CARD TRANSFERRED TO CAF FUND
982	DAVISON DRUGS	\$ 39.11	01	BPS	SUPPLIES
969	VIRGINIA ELECTRA	\$ 520.00	01	CHS	PIANO ACCOMPANIST
991	GOLDEN BEAR ALARMS	\$ 157.50	01	ALL	ALARM MONITORING
973	JENNIFER HARDWICK	\$ 54.91	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
979	HARPER'S AUTO REPAIR	\$ 145.48	01	MOT	VEHICLE REPAIR
989	DR. HOFFMAN	\$ 1,392.00	01	ALL	VISION SCREENING
983	PAM HUTCHINSON	\$ 9,350.00	01	BPS/EMS	CONSULTING FEES
978	KELLEHER PAINT	\$ 154.64	01	MOT	MAINTENANCE FEE
971	MAGICAL MOONSHINE THEATER	\$ 895.00	01	BPS	ASSEMBLY FEE
974	MIDDLE MOUNTAIN INTERPRETIVE HIKES	\$ 600.00	01	BPS	FIELD TRIP
965	KIM OLSON	\$ 37.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
961	PG&E	\$ 13,343.71	01	ALL	ELECTRIC BILLING
987	RAMADA INN	\$ 1,491.60	01	CHS	FFA MOTEL ROOMS
964	CRAIG RICHARDS	\$ 917.64	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
986	ROCK YARD	\$ 951.44	01	CHS	LANDSCAPING FOR ESA
998	JENNIFER ROGOWSKI	\$ 24.99	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
994	SHASTA COLLEGE FOUNDATION	\$ 900.00	01	CHS	FFA GOATS
992	SPYGLASS	\$ 6,304.76	01	DO	CONSULTING REVIEWING PHONE BILLING SERVICES
977	STANDARD INSURANCE	\$ 1,689.35	01	ALL	INCOME PROTECTION POLICY PREMIUMS
990	SUPERIOR TIRE SERVICE	\$ 5,335.27	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
985	SUTTER COUNTY SCHOOLS	\$ 10,361.00	01	EMS	FINAL SHADY CREEK BILLING
RC93	US BANK CALCARD VISA	\$ 2,435.49	01	ALL	SEE ATTACHED
976	SALLI WALLACE	\$ 130.60	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
963	WILD THINGS	\$ 750.00	01	BPS	ASSEMBLY FEE
	GENERAL FUND 01	\$ 63,296.95			
980	LEASA HILL	\$ 139.73	13	CAFÉ	REIMBURSE MILEAGE
RC92	US BANK CALCARD VISA	\$ 1,127.17	13	CAFÉ	SUPPLIES
	CAFETERIA FUND 13	\$ 1,266.90			
	MEASURE A BOND FUND 21	0.00			
	CAPITAL FACILITIES FUND 25	0.00			
967	CASCADE ATHLETIC SUPPLY	\$ 324.66	95	CHS	SUPPLIES
966	GENERATIONS	\$ 47.26	95	CHS	SUPPLIES
970	ROCCO'S BAR & GRILL	\$ 560.00	95	CHS	GIRLS BASKETBALL BANQUET
995	SHASTA COLLEGE FARM	\$ 300.00	95	CHS	GOATS FOR FAIR
996	TWIN CITY TROPHIES	\$ 604.69	95	CHS	SUPPLIES
RC91	US BANK CALCARD VISA	\$ 4,503.00	95	CHS	DISNEYLAND TICKETS
	STUDENT BODY FUND 95	\$ 6,339.61			
	TOTAL ACCOUNTS PAYABLE	\$ 70,903.46			

US BANK CALCARD VISA

Sheryl Parker

FD01

FD13-RC92 FD95-RC91

17-Mar	AMAZON MKTPLACE PMTS	\$14.24	\$14.24			DO SUPPLIES
16-Mar	MJB WELDING SUPPLY, INC.	\$612.67	\$612.67			CHS AG SHOP SUPPLIES
12-Mar	ALL METALS SUPPLY INC	\$262.64	\$262.64			CHS AG SHOP SUPPLIES
5-Mar	FLORA FRESH	\$111.16	\$111.16			CHS FLORAL DESIGN CLASS SUPPLIES

Mike Phenicie

23-Mar	C&C SMART FOOD51705721	\$85.32	\$85.32			FOM SUPPLIES
23-Mar	C&C SMART FOOD51705721	\$41.01	\$41.01			FOM SUPPLIES

Leasa Hill

23-Mar	SAV-MOR FOODS	\$5.94		\$5.94		CAFETERIA SUPPLIES
19-Mar	TRIMARK ERF, INC.	\$1,121.23		\$1,121.23		CAFETERIA SUPPLIES
17-Mar	TRIMARK ERF, INC.	(\$1,767.30)	(\$1,767.30)			CREDIT FOR RETURN CAFETERIA SUPPLIES

Jeremy Miller

18-Mar	AMAZON.COM	\$69.86	\$69.86			TECH SUPPLIES
17-Mar	AMAZON MKTPLACE PMTS	\$31.93	\$31.93			TECH SUPPLIES
17-Mar	AMAZON MKTPLACE PMTS	\$386.71	\$386.71			TECH SUPPLIES
17-Mar	CDW GOVERNMENT	\$525.68	\$525.68			CHS PROJECTOR

Rosemary Hicks

16-Mar	DS SERVICES STANDARD COFF	\$181.90	\$181.90			BPS SUPPLIES
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Nick Schantz

11-Mar	THE HOME DEPOT 1019	\$384.75	\$384.75			MOT MAINTENANCE SUPPLIES
9-Mar	OFFICE DEPOT #2287	\$32.24	\$32.24			MOT MAINTENANCE SUPPLIES

Jody Johnston

16-Mar	PERIPOLE INC	\$270.68	\$270.68			EMS SUPPLIES
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Darren Brown

23-Mar	DISNEYLAND TICKETS	\$4,503.00			\$4,503.00	CHS DLAND TICKETS
20-Mar	CAROLINA BIOLOGIC SUPPLY	\$680.88	\$680.88			CHS SCIENCE SUPPLIES
20-Mar	PAYPAL *CATA	\$315.00	\$315.00			CHS WORKSHOP REGISTRATION AG
13-Mar	AMAZON MKTPLACE PMTS	\$28.25	\$28.25			CHS SUPPLIES
12-Mar	AMAZON MKTPLACE PMTS	\$50.94	\$50.94			CHS SUPPLIES
6-Mar	AMAZON.COM	\$116.93	\$116.93			CHS SUPPLIES

\$8,065.66 \$2,435.49 \$1,127.17 \$4,503.00

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED APRIL 10, 2015			BATCH :
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
1000	AMERICAN FIDELITY ASSURANCE	\$ 333.54	01	MOT	DISABILITY INSURANCE
1013	CA STATE BOARD OF EQUALIZATION	\$ 12.27	01	MOT	TAX ON DIESEL
1010	CITY OF COLUSA	\$ 6,624.45	01	ALL	WATER/SEWER BILLING
1005	CUSD CAFETERIA FUND	\$ 327.92	01	EMS	BBQ SUPPLIES
1014	DAVIES OIL	\$ 3,748.08	01	MOT	FUEL FOR BUSES
1003	EDD	\$ 1,063.00	01	DO	UNEMPLOYMENT QUARTERLY PREMIUMS
1001	KRYSTYNA FRANK	\$ 90.85	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
1015	GRIFF'S	\$ 275.92	01	MOT	GROUPS SUPPLIES
1004	JAMES MARTA & CO	\$ 1,500.00	01	DO	AUDIT PROGRESS PAYMENT
1012	ROCHELLE LAIRD	\$ 240.00	01	MOT	BUS DRIVER TRAINING
1006	ROUND TABLE PIZZA	\$ 263.84	01	EMS	SUPPLIES
1007	BO SALAZAR	\$ 54.00	01	MOT	BUS DRIVER MEAL REIMBURSEMENT
1009	SORENSEN PEST CONTROL	\$ 258.00	01	ALL	PEST CONTROL SERVICE
1016	YUBA SAFE & LOCK	\$ 752.67	01	MOT	LOCK REPLACE/REPAIR
	GENERAL FUND 01	\$ 15,544.54			
1008	GENERAL PRODUCE	\$ 4,896.30	13	CAFÉ	FOOD
999	HEATLAND SCHOOL SOLUTIONS	\$ 2,300.00	13	CAFÉ	TRAINING POS
	CAFETERIA FUND 13	\$ 7,196.30			
	MEASURE A BOND FUND 21	0.00			
	CAPITAL FACILITIES FUND 25	0.00			
1011	CA STATE BOARD OF EQUALIZATION	\$ 343.00	95	CHS	SALES TAX ON FOOD SALES
1002	ERIKA LEMENAGER	\$ 267.38	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
	STUDENT BODY FUND 95	\$ 610.38			
	TOTAL ACCOUNTS PAYABLE	\$ 23,351.22			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED APRIL 17, 2015			BATCH 38
REF #	VENDOR	AMOUNT	FUND	LOC	DESCRIPTION
1033	MARK ABBAY	\$ 98.61	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
1037	ALHAMBRA	\$ 99.57	01	DO	WATER
1030	CA DEPT OF JUSTICE	\$ 98.00	01	DO	FINGERPRINT FEES
1023	REBECCA CHANGUS	\$ 44.74	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1020	CHARLIE'S ELECTRIC	\$ 220.00	01	MOT	ELECTRIC REPAIR
1031	COLUSA COUNTY FARM SUPPLY	\$ 1,604.62	01	MOT	GROUND SUPPLIES
1027	CCOE	\$ 26,184.00	01	DO	WORKER'S COMP PREMIUMS
1024	CUSD CAFETERIA FUND	\$ 218.00	01	DO/CHS	CATERING LUNCHES
RC95	CUSD EMER FD-CSU CHICO	\$ 150.00	01	SPORTS	TRACK MEET ENTRY FEE
RC95	CUSD EMER FD-CUSD CAFETERIA FUND	\$ 108.00	01	BPS	PIZZA PARTIES
RC95	CUSD EMER FD-CMEA NORTHERN SECTION	\$ 132.00	01	CHS	MUSIC ENTRY FEES
RC95	CUSD EMER FD-DONNA MAHORNEY	\$ 9.74	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC95	CUSD EMER FD-CASBO	\$ 60.00	01	DO	WORKSHOP ENTRY FEE
RC95	CUSD EMER FD-DMV	\$ 72.00	01	MOT	DMV TESTING FEE
RC95	CUSD EMER FD-CHP	\$ 57.00	01	MOT	CHP BUS TESTING FEE
RC95	CUSD EMER FD-MELISSA MICHALK	\$ 100.00	01	SPORTS	TRACK MEET ENTRY FEE
1041	GENERATIONS	\$ 295.43	01	CHS	ESA SHIRTS
1032	MERIDIAN DIESEL	\$ 297.82	01	MOT	BUS REPAIR
1035	MITEL LEASING	\$ 1,379.53	01	ALL	PHONE SYSTEM LEASE
1040	KIM OLSON	\$ 52.86	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
1038	PLEASANT AIR FILTERS	\$ 834.99	01	MOT	HVAC FILTERS
1025	SCHOLASTIC	\$ 617.47	01	EMS	LIBRARY BOOKS
1028	SPURR	\$ 3,961.74	01	ALL	NATURAL GAS BILLING
1021	SWRCB/SW FEES	\$ 1,632.00	01	MOT	ANNUAL STORM WATER FEE
1036	THREE B'S TOILET RENTALS	\$ 161.25	01	ALL	PORTABLE TOILET RENTALS
1022	US BANK EQUIPMENT FINANCE	\$ 2,101.63	01	ALL	COPIER LEASES
RC96	US BANK CALCARD VISA	\$ 24,800.17	01	ALL	SEE ATTACHED
	GENERAL FUND 01	\$ 65,391.17			
1020	CHARLIE'S ELECTRIC	\$ 2,323.02	13	CAFÉ	WIRING CAFETERIA REFRIGERATOR AT BPS
1017	CRYSTAL DAIRY	\$ 3,381.16	13	CAFÉ	FOOD
1019	DANIELSEN CO	\$ 9,964.34	13	CAFÉ	FOOD
1018	GAGER	\$ 479.83	13	CAFÉ	SUPPLIES
1039	SYSO	\$ 2,589.31	13	CAFÉ	FOOD
RC98	US BANK CALCARD VISA	\$ 1,830.07	13	CAFÉ	SEE ATTACHED
	CAFETERIA FUND 13	\$ 20,567.73			
	MEASURE A BOND FUND 21	0.00			
1026	STANDARD & POOR'S RATING	\$ 9,562.00	25	DEVFEE	BOND RATING SVCIES
	CAPITAL FACILITIES FUND 25	\$ 9,562.00			
RC94	CUSD EMER FD-SAMJEL STOCKS	\$ 35.00	95	CHS	REFUND FEES PAID
RC94	CUSD EMER FD-GEOFFREY PAGE	\$ 130.00	95	EMS	DJ FOR DANCE
1034	GENERATIONS	\$ 156.84	95	CHS	SHIRTS
RC97	US BANK CALCARD VISA	\$ 18,489.48	95	CHS/EMS	SEE ATTACHED
	STUDENT BODY FUND 95	\$ 18,811.32			
	TOTAL ACCOUNTS PAYABLE	\$ 114,332.22			

US BANK CALCARD VISA

Sheryl Parker

FD01-rc96

FD13-RC98

FD95-RC97

13-Apr	BIMBO BAKERIES WEST A/R	\$239.80		\$239.80		CAFET FOOD
13-Apr	BIMBO BAKERIES WEST A/R	\$344.09		\$344.09		CAFET FOOD
13-Apr	BIMBO BAKERIES WEST A/R	\$317.90		\$317.90		CAFET FOOD
7-Apr	SCHOOL HEALTH CORP	\$205.39	\$205.39			HEALTH SUPPLIES FOR ALL SITES
3-Apr	SPORTMENS DEN INC	\$1,435.31	\$345.21		\$1,090.10	CHS SPORTS SUPPLIES
3-Apr	ADVANCED DOCUMENT CONC	\$1,267.64	\$1,267.64			ALL COPIER MAINT. COSTS PER COPY
2-Apr	IN *CLIMATE CONTROL, INC.	\$653.86	\$653.86			MOT HVAC REPAIR
2-Apr	VZWRLSS*MY VZ VB P	\$982.04	\$982.04			ALL CELL PHONES
2-Apr	RECOLOGY BUTTE COLUSA	\$3,049.94	\$3,049.94			ALL GARBAGE SERVICES
2-Apr	MESSICK ACE HARDWARE	\$1,148.05	\$1,148.05			MOT MAINTENANCE SUPPLIES
2-Apr	FLORA FRESH	\$80.79	\$80.79			CHS FLORAL DESIGN CLASS SUPPLIES
1-Apr	AMAZON MKTPLACE PMTS	\$14.24	\$14.24			DO SUPPLIES
1-Apr	QUILL CORPORATION	\$2,399.44	\$2,399.44			BPS SUPPLIES
25-Mar	USPS.COM CLICK66100611	\$18.11	\$18.11			DO POSTAGE

Mike Phenicie

6-Apr	PAYPAL *CALIFORNIAM	\$200.00	\$200.00			MUSIC COMPETITION ENTRY FEE
6-Apr	PAYPAL *CALIFORNIAM	\$200.00	\$200.00			MUSIC COMPETITION ENTRY FEE
6-Apr	PAYPAL *CALIFORNIAM	\$750.00	\$750.00			MUSIC COMPETITION ENTRY FEE
6-Apr	PAYPAL *CALIFORNIAM	\$300.00	\$300.00			MUSIC COMPETITION ENTRY FEE
6-Apr	PAYPAL *CALIFORNIAM	\$350.00	\$350.00			MUSIC COMPETITION ENTRY FEE
30-Mar	STAPLES 00102863	\$85.98	\$85.98			MUSIC SUPPLIES
26-Mar	FESTIVALS OF MUSIC	\$2,278.00	\$2,278.00			MUSIC COMPETITION ENTRY FEE

Leasa Hill

3-Apr	LOWES #01933*	\$859.96		\$859.96		CAFETERIA SUPPLIES
30-Mar	SAV-MOR FOODS	\$14.84		\$14.84		CAFETERIA SUPPLIES
26-Mar	WAL-MART #2053	\$53.48		\$53.48		CAFETERIA SUPPLIES

Jeremy Miller

13-Apr	CDW GOVERNMENT	\$219.30	\$219.30			TECH SUPPLIES
8-Apr	CDW GOVERNMENT	\$91.38	\$91.38			TECH SUPPLIES
7-Apr	CDW GOVERNMENT	\$60.31	\$60.31			TECH SUPPLIES
3-Apr	AMAZON MKTPLACE PMTS	\$20.59	\$20.59			TECH SUPPLIES
3-Apr	CDW GOVERNMENT	\$3,097.15	\$3,097.15			BPS TABLETS
1-Apr	AMAZON.COM	\$117.74	\$117.74			TECH SUPPLIES
31-Mar	AMAZON MKTPLACE PMTS	\$98.98	\$98.98			TECH SUPPLIES
30-Mar	RLI*RENAISSANCE LEARN	\$241.50	\$241.50			ALL SOFTWARE ADD ON

Rosemary Hicks

6-Apr	ORIENTAL TRADING CO	\$58.98	\$58.98			BPS SUPPLIES
3-Apr	HERTZBERG NEW METHOD IN	\$516.27	\$516.27			BPS SUPPLIES
26-Mar	RPSI ENTERPRISES INC	\$315.49	\$315.49			BPS SUPPLIES

Zeba Hone

9-Apr	USPS 05172809334414268	\$20.82	\$20.82			DO POSTAGE
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Nick Schantz

2-Apr	THE HOME DEPOT 1019	\$255.90	\$255.90			MOT MAINTENANCE SUPPLIES
30-Mar	THE HOME DEPOT 1019	\$133.95	\$133.95			MOT MAINTENANCE SUPPLIES

Jody Johnston

30-Mar	ORIENTAL TRADING CO	\$160.98			\$160.98	EMS SUPPLIES
26-Mar	CLASSROOM SUPPLY MART	\$39.99			\$39.99	EMS SUPPLIES

Darren Brown

6-Apr	US FLAGSTORE	\$75.47	\$75.47			CHS SUPPLIES
6-Apr	AMAZON MKTPLACE PMTS	\$9.61			\$9.61	CHS SUPPLIES
6-Apr	AMAZON MKTPLACE PMTS	\$34.61	\$34.61			CHS SUPPLIES
6-Apr	AMAZON MKTPLACE PMTS	\$349.50	\$349.50			CHS SUPPLIES
6-Apr	STARBUCKS #14071 YUBA CIT	\$34.05	\$34.05			CHS SUPPLIES
6-Apr	GOPHER SPORT	\$37.60	\$37.60			CHS SUPPLIES
6-Apr	JACKDAW PUBLICATIONS	\$209.65	\$209.65			CHS SUPPLIES
3-Apr	SAV-MOR FOODS	\$106.87			\$106.87	CHS SUPPLIES
2-Apr	AMAZON.COM	\$617.19	\$617.19			CHS SUPPLIES
1-Apr	SOUTHWES 5262394435988	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435980	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE

1-Apr	SOUTHWES 5262394435972	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435974	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435998	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435979	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435984	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435986	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435982	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435994	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436002	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436006	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435996	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435981	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435990	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436004	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436007	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435970	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435997	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436008	\$17.70			\$17.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435985	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435973	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435971	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435992	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435995	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435975	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435976	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436003	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435989	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435999	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435987	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435969	\$44.00			\$44.00	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435993	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435977	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436000	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436005	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394436001	\$173.70			\$173.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435991	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435983	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	SOUTHWES 5262394435978	\$144.70			\$144.70	CHS SENIOR TRIP AIRFARE
1-Apr	PAYPAL *WACKYBUTTON	\$82.11			\$82.11	CHS SUPPLIES
31-Mar	CAROLINA BIOLOGIC SUPPLY	\$475.12	\$475.12			CHS SCIENCE SUPPLIES
30-Mar	AMAZON MKTPLACE PMTS	\$65.01	\$65.01			CHS SUPPLIES
1-Apr	NATIONAL FFA ORGANIZATION	\$100.00	\$100.00			CHS FFA AWARDS
30-Mar	NATIONAL FFA ORGANIZATION	\$1,135.60	\$1,135.60			CHS FFA AWARDS
30-Mar	USPS 05172809334414268	\$98.00	\$98.00			CHS POSTAGE
30-Mar	STAPLES DIRECT	\$62.34			\$62.34	CHS SUPPLIES
27-Mar	AMAZON.COM	\$70.47	\$70.47			CHS SUPPLIES
27-Mar	QUILL CORPORATION	\$354.64	\$354.64			CHS SUPPLIES
26-Mar	CB ANNOUNCEMENTS BALFOUR	\$341.80			\$341.80	CHS SUPPLIES
26-Mar	HERFF JONES SCHOL 9000	\$8,318.76			\$8,318.76	CHS YEARBOOK PROGRESS PAYMNT
26-Mar	AMAZON MKTPLACE PMTS	\$82.26			\$82.26	CHS SUPPLIES
26-Mar	USI ED GOV	\$214.73	\$214.73			CHS SUPPLIES
26-Mar	STU*STUMPS	\$1,518.26			\$1,518.26	CHS PROM SUPPLIES
26-Mar	AMAZON MKTPLACE PMTS	\$24.12			\$24.12	CHS SUPPLIES
26-Mar	THE HOME DEPOT 1019	\$475.89	\$475.89			CHS SUPPLIES
26-Mar	STAPLES DIRECT	\$107.49			\$107.49	CHS SUPPLIES
25-Mar	CSU CCE NON CREDIT	\$750.00	\$750.00			CHS WORKSHOP REGISTRATION FEE
25-Mar	GCI*MSCN-FRND-WB	\$752.49			\$752.49	CHS SUPPLIES
25-Mar	GOLDMOUNTAINTRADING	\$125.59	\$125.59			CHS SUPPLIES

\$45,119.72 \$24,800.17 \$1,830.07 \$18,489.48