

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**

September 12, 2017

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/Establish Quorum

B. Pledge of Allegiance

C. Hearing of Public for items on the Agenda

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

D. Hearing of Public for items not on the Agenda

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

E. Reports:

1. Recognitions & New Staff Celebrations

2. President's Report

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

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

3. Superintendent's Report

a. Improving Achievement (*Standing Item*)

1. Site Visitation
2. ACT Results
3. Work Based Learning – Presentation given by Lori Tanner, CHS Counselor

b. Budget Discussion

- F. Public Hearing
 - 1. 2017-18 Local Control Accountability Plan
 - 2. Resolution #2017-18.02 – Sufficiency or Insufficiency of Instructional Materials

- G. Information/Discussion/Possible Action Items
 - 1. Consider Approval of Resolution #2017-18.02 – Sufficiency or Insufficiency of Instructional Materials
 - 2. Consider Possible Approval of HVAC Multi-Zone Unit Replacement at Egling Middle School
 - 3. Information, Discussion, & Possible Action of Replacement of two (2) Egling Middle School Multi-Zone HVAC Units
 - 4. Discussion & Possible Action of Long Term Lease of Property to Colusa County Office of Education
 - 5. Discussion of Burchfield Primary School Safety Procedures
 - 6. Consider Approval of Warrants: Batch #4-9
 - 7. Consider Approval of Variable Term Waiver – K8 Counselor
 - 8. Discussion of District Office Staffing
 - 9. Consider Approval of Board Policies & Administrative Regulations:
 - a. Third Reading & Adoption of AR 4261.1 – Personal Illness/Injury Leave (Classified)
 - b. Third Reading & Possible Adoption of CUSD Wellness Policy
 - c. First Reading of BP 0000 – Vision
 - d. First Reading of BP 0100 – Philosophy
 - e. First Reading of BP 2140 – Evaluation of the Superintendent
 - f. First Reading of AR 4112.2 – Certification
 - g. First Reading of AR 4112.61, 4212.61, 4312.61 – Employment References
 - h. First Reading of BP 6161.1 & E 6161.1 – Selection & Evaluation of Instructional Materials
 - i. First Reading of BP 7212 – Mello-Roos Districts
 - j. First Reading of BB 9121 – President
 - k. First Reading of BB 9220 – Governing Board Elections
 - l. First Reading of BB 9230 – Orientation
 - m. First Reading of BB 9400 – Board Self-Evaluation

- H. Motion to Approve Items on the Consent Action Agenda:
 - 1. August 8, 2017 Board Meeting Minutes
 - 2. August Payroll
 - 3. Personnel Assignment Order
 - 4. 2017-18 Annual Credentialing Report
 - 5. 2017-18 Annual Stipend List
 - 6. 2016-17 Education Protection Account Actuals
 - 7. 2016-17 Unaudited Actuals
 - 8. 2017-18 Routine Restricted Maintenance Account Certification
 - 9. General Fund 01 Budget Revision
 - 10. Resolution #2017-18.03 – GANN Limit
 - 11. Voltage Specialist Agreement
 - 12. Memorandum of Understanding with Colusa County Office of Education – Foster Youth & McKinney-Vento Act
 - 13. 2017-18 Bridges in Mathematics Workshop Agreements

- I. Hearing of the Public for Matters on Closed Session Agenda

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

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

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

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

2. Personnel Matters Pursuant to Government Code 54957
Administration Representatives: Dwayne Newman, Superintendent
 - a. Superintendent Evaluation Using the Contracting for Performance Quarterly Review

K. Reconvene Open Session

L. Adjournment of the Meeting

Multi-Year Projection Summary - September 12, 2017

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 ACTUALS	17/18 BUDGET	18/19 BUDGET	19/20 BUDGET	20/21 BUDGET	21/22 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,101,675	13,422,519	13,929,078	14,305,040	14,698,903	15,110,864
TOTAL FEDERAL REVENUE	514,766	554,244	418,802	359,281	296,545	296,545	296,545	296,545
TOTAL STATE REVENUE	1,015,848	2,109,700	1,541,213	1,834,768	1,294,768	1,294,768	1,294,768	1,294,768
TOTAL LOCAL REVENUES	387,830	388,312	640,600	207,592	187,592	187,592	187,592	187,592
TOTAL REVENUES	12,793,104	15,450,014	15,702,290	15,824,160	15,707,983	16,083,945	16,477,808	16,889,769
EXPENDITURES								
TOTAL CERTIFICATED	5,939,658	6,468,062	6,364,096	6,332,055	6,403,184	6,449,966	6,512,366	6,575,389
TOTAL CLASSIFIED	1,847,681	2,047,601	2,129,828	2,279,775	2,331,102	2,355,623	2,375,339	2,400,252
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,229,247</u>	<u>3,495,535</u>	<u>3,756,732</u>	<u>3,955,514</u>	<u>4,109,283</u>	<u>4,139,581</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,723,171	12,107,365	12,491,019	12,761,103	12,996,988	13,115,223
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	790,480	798,422	700,000	700,000	700,000	700,000
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,409,654	1,475,421	1,192,411	1,212,411	1,232,411	1,252,411
BUDGET FOR EXPENDITURES FROM SPECIAL RESERVE					40,000	185,000	40,000	110,000
TOTAL CAPITAL OUTLAY	56,177	402,140	636,702	714,461				
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	1,002,669	1,074,246	1,090,000	1,110,000	1,130,000	1,150,000
TOTAL EXPENDITURES	12,939,926	14,962,856	15,562,676	16,169,915	15,513,430	15,968,514	16,099,399	16,327,634
TOTAL REVENUES LESS EXPENDITURES	-146,822	487,158	139,614	-345,755	194,553	115,431	378,409	562,136
<i>Notes to Rev Less Exp Line above</i>		\$441,014 will carryover to be spent 16-17	Exp budget from 15-16 Income \$441,014	Exp budget from 16-17 Income College Readiness \$69K Plus Prop 39 \$33K=\$102K				
GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,688,330	1,827,944	1,482,189	1,676,742	1,792,173	2,170,582
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	139,614	-345,755	194,553	115,431	378,409	562,136
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-140,000	-180,000	-220,000	-120,000	-165,000	-145,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	1,532,980	1,657,594	1,271,839	1,426,392	1,641,823	1,975,232	2,557,368
% UNDISTRIBUTED RESERVE	9.28%	10.25%	10.65%	7.87%	9.19%	10.28%	12.27%	15.66%
5% UNDISTRIBUTED RESERVE IS	646,996	748,143	778,134	808,496	775,671	798,426	804,970	816,382
AMOUNT ABOVE (-BELOW) 5%	554,176	784,837	879,460	463,343	650,721	843,397	1,170,262	1,740,986
Percent of Budget for Personnel (includes SELPA)	84.3%	81.4%	78.0%	81.5%	87.5%	86.9%	87.7%	87.4%
TOTAL ADA	1386.33	1404.81	1402.99	1401.23	1401.23	1401.23	1401.23	1401.23
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,338	\$ 9,579	\$ 9,941	\$ 10,209	\$ 10,490	\$ 10,784
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,397,756	\$ 13,101,675	\$ 13,422,519	\$ 13,929,078	\$ 14,305,040	\$ 14,698,903	\$ 15,110,864
<i>Dollar Increase over Prior Year for LCFF Funding</i>	\$ 1,057,310	\$ 1,523,096	\$ 703,919	\$ 320,844	\$ 506,559	\$ 375,962	\$ 393,863	\$ 411,962
<i>% Increase over Prior Year LCFF Funding</i>	10.77%	14.01%	5.68%	2.45%	3.77%	2.70%	2.75%	2.80%
	8.88% STRS	10.73% STRS	12.58% STRS	14.43% STRS	16.28% STRS	18.13% STRS	19.10% STRS	20.1% STRS
	11.7% PERS	11.847% PERS	13.888% PERS	15.531% PERS	18.1% PERS	20.8% PERS	23.8% PERS	25.2% PERS
	<i>Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated</i>							
	Min. Wage \$9	Min. Wage \$10	Min. Wage \$10.50	Min. Wage \$11	Min. Wage \$12	Min. Wage \$13	Min. Wage \$14	Min. Wage \$15

Local Control Accountability Plan and Annual Update (LCAP)

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Colusa Unified School District serves approximately 1,460 students in grades Transitional Kindergarten (TK) thru Twelve. Burchfield Primary School houses grades TK – 3, and Egling Middle School grades 4-8. Colusa High School, serves grades 9 – 12 and also houses Colusa Alternative High School on the same campus. Colusa Alternative Home School, a K – 12 independent study based program, is located within the District Office building which is adjacent to Egling Middle School. The Home School serves a varying number of students with enrollment capped at 90, while the Alternative High School population fluctuates between 16 and 30 students. Class sizes are well below the state average and typical student/Teacher ratios hover around 22/1. Attendance throughout the district is very good with students present nearly 96% of the school days. District – wide graduation rate was 92% in 2016.

Students receive a well – rounded education at Colusa Unified. Elementary teachers embed science and social studies with their language arts and math instruction. Art happens in the elementary classrooms along with computer / technology instruction. Students benefit from a comprehensive TK – 12 Physical Education, Health and Wellness curriculum. Instruction is based on the California Common Core State Standards. The district has recently approved adoption of aligned materials in both Math and English Language Arts.

At the secondary level, exposure to multiple career pathways allows students to explore interests and pursue passions. Music is offered at every elementary level and in high school, students have band and other offerings based on interest. Career Technical Education classes offer practical experience in Agriculture – related vocations. Over half of the high school students participate in Future Farmers of America. The academic offerings prepare students for Higher Education with nearly 35% of students meeting the entrance requirements for the University of California or California State University systems. There is a strong Student Leadership program, and a thriving Future Business Leaders of America club.

Performance on state tests improved steadily over the last decade, with current results showing 38% of students

meeting or exceeding standard in English Language Arts, and 31% in Math. A persistent, significant achievement gap exists for students who come from lower income homes.

Demographically, the student body is comprised of 69% Hispanic/Latino students, 25% White students, and 4% American Indian students. Almost 33% of the students come from homes where English is not the primary spoken language, and are classified as English Language Learners. 98% of those students enter school speaking Spanish, with a very few speaking Arabic, Punjabi, or Filipino. In a typical year, the district also serves 17% of students who were classified as English Language Learners, but have progressed in their English skills to the point where they are considered Fluent, and no longer in need of additional English Language Development instruction or support. Also during a typical year, between 6-9% of the English Language Learners are re-classified as proficient / fluent.

Colusa County is home to nearly 21,000 residents. Situated along the Sacramento River, the town of Colusa has almost 6,000 residents. It also has one of the highest unemployment rates in the nation. In February 2017 the Bureau of Labor Statistics listed Colusa unemployment at 22.8% while the national average was near 5%. Nearly 70% of CUSD students qualify for Federally subsidized Free or Reduced Priced Meals. The Colusa economy is farm based. For about 6 years prior to the 16/17 school year, this region experienced exceptional drought conditions. However, with the return of the normal rain patterns in winter of 2017, came a plummet in commodity prices for the most common local crops; rice, almonds, pecans, and walnuts. Despite these economic hardships, the community voted overwhelming support for a nearly \$6 Million School Modernization Bond in 2014. Those funds were used to improve safety, upgrade access for individuals with disabilities, repair roofs, upgrade heating and AC, and build a new Ag-Science Barn at Colusa High. The schools are a social focal point for the town, and many past CUSD graduates continue to reside in the community. The schools benefit from financial donations from a strong Alumni Association, and a dynamic Athletic Foundation. Community groups regularly use district facilities for athletic contests, meetings and community events.

LCAP HIGHLIGHTS

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

The key features of this year's LCAP are efforts aimed at improving student achievement, and closing achievement gaps. Having a clear and focused curriculum is one of the cornerstones of effective schools. Colusa Unified adopted new math curriculum in 2015, and English Language Arts (ELA) curriculum in 2017. Teachers in both of those core instructional areas need training and professional development in delivering the concepts and engaging students. Additional training and preparation is planned for adoption of the upcoming Next Generation Science Standards, and the new state History – Social Studies Standards. Implementation of all the new curriculum and standards will be supported by renewed efforts on the part of administration to give teachers frequent feedback. At the same time, the District will be assessing the training needs of non-ELA teachers to determine what training they might want or need.

The notion of automatic and effective interventions for struggling students is another foundation for improving student learning. The 2017/18 LCAP includes teacher training and other efforts to bring that idea into operation throughout the district. Particularly for our students from low socio-economic backgrounds, interventions focused on developing language skills is key. The LCAP includes implementation and more teacher training for effective Designated English Language Development; an intervention for students who are struggling to meet learning goals. Using effective interventions is the best way to close existing achievement gaps, and this is a primary focus of the 2017/18 LCAP.

In support of the curriculum adoptions and efforts to close achievement gaps, the district is utilizing new software to help staff recognize and respond to achievement issues. There will be training and support for expansion of use of the Infinite Campus software (which houses student grades, demographic data, and discipline information) and Illuminate software (which does achievement data analysis and acts as a gradebook for TK – 6 students). Additionally the district will be assessing normed achievement testing software. Four different software packages will be evaluated to determine if any of them would provide more useful information than existing normed achievement test software. Normed achievement testing software assesses student knowledge and skills, and provides teachers with information on learning gaps. Teachers use the results to modify their planning to help fill the existing gaps, and prevent learning gaps in subsequent years. The LCAP also includes activities related to facilitating trainings and supporting data analysis.

Well managed schools are effective schools, and CUSD's plan includes a number of efforts to improve management. Discipline handbook revisions, and procedural changes focus on decreasing suspensions and keeping students in school and learning. New student, staff and parent surveys will replace older surveys. Other actions aimed at increasing student connectedness to schools are also slated for implantation. Safety remains a priority in this LCAP, and a recently revised Emergency Operations Manual will be distributed and implemented in the 17/18 school year.

Finally, this LCAP continues the efforts of the previous five years focused on improving technology and facilities throughout the district. With the increase in technology, the District will be making additional efforts to facilitate communication between schools and the community.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

CUSD has made significant progress toward LCAP Goals in many areas. Most easily recognizable are improvements made through the Measure A Bond Program. District technology infrastructure is able to carry data across Gigabit connections, and the district has increased the number of student devices by about 750 during recent years. Cameras now keep watch over students as they enter or leave campuses, play surfaces at Burchfield and Egling are smooth and free of trip hazards and restrooms at each site are handicap accessible.

The atmosphere in our schools continues to improve. Parents, student, and staff surveys indicate that Colusa USD schools are considered safe, inviting, and positive learning environments. The District's efforts to increase communication to families has seen a growth in access to District Web Sites and Facebook pages. Parent participation, always high, remains so at school events. Most school events in the Community Theater are standing-room-only and crowds for the Spring Program at BPS top 700 attendees. Involvement of our Hispanic / Latino parents has grown and the District and school English Learner Advisory Committees are thriving. Student attendance topped 96% this year, in many respects because of the enthusiasm, caring and professionalism of the teachers and support staff.

Academic performance continues to improve. In the last year of STAR (2013 Standardized Testing And Reporting) testing 39% of 11th grade students scored proficient or advanced in English Language Arts. 2016 SBAC (Smarter Balanced Assessment Consortium) Tests showed 59% of 11th grade students scoring in the met or exceeded standard categories in ELA. English Learners making annual growth targets in English Language Arts are increasing. District – wide instruction aligned to the California Common Core State Standards continues to increase as the adoption of new textbooks and associated trainings support teacher implementation. Over 85% of our teachers demonstrate skillful implementation of the training we have provided to them through the monitoring by our administrators in both formal and informal settings. As our teachers use these new strategies, we foresee student achievement gains. The graduation rate for all students has a performance level of green. We are proud that our students are ready to move into post-secondary experiences. Our low-income students' graduation is also at the target performance level (green). We will continue to support these students through our counseling services and one-on-one goals setting that occurs during their 9th grade year.

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

GREATEST NEEDS

Two schools, Egling Middle and Colusa High are in the red performance category for Suspension Rates. After reviewing the data and attending training, the conclusion is that this data is skewed by improper coding (behavioral consequences were often incorrectly coded as a suspension) as well as a lack of suspension alternatives in place. The schools are rewriting their discipline matrices, and staff involved in discipline coding have been or will be given additional training.

Colusa High and Burchfield Primary are listed in the orange and red categories for English Language Learner (ELL) progress. In both schools there was a focused effort to improve integrated and designated English Language Development (ELD) efforts. New curriculum was purchased and the high school added direct ELD periods for support and growth. The district plans to support this even further with additional staff training for ELD strategies across the curriculum. Stakeholders throughout the district have determined closing the achievement gap should be a top priority for the upcoming 3 year period.

Also of concern to the district is the performance gap in both English Language Arts and Math. At each tested grade level the students who receive Free or Reduced Priced Meals are scoring significantly lower than students who do not receive that benefit. The gap is mirrored in our Hispanic / Latino student achievement as there is great overlap between the low socio-

economic and ethnic group. Additional staff training in specific instructional strategies for closing the achievement gaps, and use of interventions are the district's planned answer to addressing these needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The only categories in which a gap was noted are the English Language Learners and the Students with Disabilities. Students with Disabilities are identified in Red in ELA and Math. The district is working with the Special Education Local Plan Area to improve communication and insure delivery of high quality standards-based instruction. Students at Burchfield Primary and Colusa High scored two performance levels below the District Average. As noted above, the District has already taken steps to address this issue. In addition to that, the district plans to do extensive staff training and support focused on closing this gap by improving instruction and aligning instruction with standards.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The majority of additional services to low-income and English learners will come in the form of updated curriculum, teacher training, and targeted support for those students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year \$ 14,960,509

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year \$ 2,767,705

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Below is a condensed version of all CUSD General Fund Expenditures. It describes in a very broad sense, each revenue stream and expenditure category.

INCOME	17/18 BUDGET
TOTAL LCFF	\$13,107,388
TOTAL FEDERAL REVENUE	\$396,545
TOTAL STATE REVENUE	\$1,727,524
TOTAL LOCAL REVENUES	\$710,796
TOTAL REVENUES	\$14,968,383
EXPENDITURES	
TOTAL CERTIFICATED SALARIES	\$6,300,344
TOTAL CLASSIFIED SALARIES	\$2,171,313
TOTAL BENEFITS	\$3,196,759
SUBTOTAL SALARIES & BENEFITS	\$11,668,416
TOTAL BOOKS AND SUPPLIES	\$1,077,887
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	\$1,599,053
TOTAL CAPITAL OUTLAY	\$917,477
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	\$1,074,246
TOTAL EXPENDITURES	\$14,980,509

Expenditures for salaries and benefits total about 78% of the district's outlays. However, the district spends almost \$1,000,000 for Special Education services from the Special Education Local Plan Authority and about 82% of that money goes toward staffing as well. In total, including SELPA staff costs, the district spends about 83.3% of the budget on staff.

Transportation costs are expected to be \$181,846, Utilities \$626,000, Maintenance \$1,067,013 and Technology

expenditures of \$325,756. Capital Outlay is funding spent on special projects over \$5,000. For the upcoming year it included Prop 39 Energy Efficiency upgrades of \$142,793; Career Tech Education Incentive Grants totaling \$411,668.

\$ 13,457,049

Total Projected LCFF Revenues for LCAP Year

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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

#1: Improve student achievement and close achievement gaps.

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 X 4 5 6 X 7 X 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10% growth (Average per Cohort) for Free and Reduced Priced Meals, minority and ELL students.
2. Students completing A-G requirements will increase by 3% from previous year
3. Students enrolled in the CHS Environmental Science Academy will continue to comprise >20% of the school population.
4. EL's who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 7% from previous year
5. AP pass rate (score of 3 or higher) will be above 70%
6. Students will have access to a broad, and increasing course of study. EC51220
7. The Academic Performance Index (API) does not apply this year
8. Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year

ACTUAL

1. CUSD missed district wide growth goals in both ELA and Math. ELA growth for all students was 4.2% and for Math 1.2%. FRPM and Hispanic Student sub-groups both grew 5% in ELA, but 0% in Math. It was determined that the growth measure for ELL students was not a valid source since the cohort changes frequently.
2. Students meeting A-G requirements increased from 7.5% to 34.4% (Note: 7.5% is a known data entry error. The correct number should have been 29% - equating to a 5.4% increase)
3. Goal met. Over 30% of the high school students participated in the ESA.
4. EL's who showed adequate growth increased by 5.2% and English Language Learners who are reclassified decreased by 2% from previous year.
5. The 70% pass rate was another data entry error. Data comparing 2014 with 2015 indicate that the number of students who took AP tests increased by 3%. However, in 2014 51% earned a 3 or higher

while in 2015, 39% earned a 3 or higher.

6. Students at Colusa High School and in other sites were presented additional or different class offerings in areas such as Math, Science, Social Studies, Music, Art, and Personal Finance. Also, the number of academic support classes increased.
7. NA
8. Students who demonstrated college preparedness on the EAP decreased by 4% in English Language Arts, and increased by 7% in Math.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

1. CCSS aligned math curriculum will be implemented – year 2. Additional Staff Training and Purchase of necessary Instructional Supplies and Equipment.
2. State approved English Language Arts (ELA) Curriculum will be evaluated and a series recommended to the board for approval / adoption in February 2017.
3. Maintain K-3 Class Size Reductions.
4. Continue to train staff and determine curriculum needs related to the Next Generation Science Standards.

ACTUAL

1. Common Core State Standard aligned math curriculum was implemented for a second year, with multiple formal and site-based staff trainings at K-8. CHS teachers attended the National Council of Teachers of Mathematics conference.
2. ELA curriculum adopted by the board in March 2017 after extensive process of evaluation.
3. Class size reductions were maintained at or below state recommended numbers.
4. Informal, Professional Learning Community based discussions were held with staff weekly during early release days. Middle School Assistant Principal was named county coordinator for NGSS roll out.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1. \$15,000 LCFF Base	1. \$ 29,866
2. \$125,000 LCFF Base	2. \$145,000
3. Approx. \$400,000 LCFF	3. \$270,826
4. \$3,000 LCFF Base	4. No Costs incurred

ACTIONS / SERVICES

Action

2

Actions/Services

PLANNED	ACTUAL
<ol style="list-style-type: none"> All sites will modify schedules to increase core ELA instructional time and dedicated ELD instruction / intervention time. (Facilitated by hiring of new PE teacher at BPS, transfer of existing PE teacher to full-time at EMS, hiring of an additional Fourth Grade teacher at EMS, and hiring of additional ELA teacher at CHS.) Evaluate and adopt dedicated English Language Development (ELD) curriculum. ELD support at CHS will be augmented by assigning 1 period of dedicated ELD instruction and an additional hour of bilingual Para-educator support. Continue using Bilingual Para-educators to supplement ELA/ELD instruction. 	<ol style="list-style-type: none"> Sites modified schedules as indicated. Additional curriculum materials specific to English Language Development were evaluated, purchased and implemented at each site. English Language Development class offerings increased by 1 period at CHS, and the Bilingual Para spent 1 hour per day at CHS supporting CELDT Beginning, and Early Intermediate students. Bilingual Paraeducators supported students during both designated and integrated English Language Development classes.

Expenditures

BUDGETED	ESTIMATED ACTUAL
1. \$210,000 LCFF S&C	1. \$238,500

2. \$30,000 LCFF Base
3. \$15,000 LCFF Base
4. \$40,000 Title III

2. \$ 13,936
3. \$ 16,959
4. \$ 44,732

ACTIONS / SERVICES

Action **3**

Actions/Services

PLANNED

1. Continue to expand use of Illuminate Data and Assessment Software
2. Continue to emphasize and give Teachers frequent feedback on quality research – based instructional techniques.
3. Continue use of para-educators to supplement instruction at Kindergarten and First Grade Levels.
4. Continue Wednesday release time to facilitate shared professional learning (PLC)

ACTUAL

1. Illuminate usage increased (based on number of teacher-users), and Standards Based Report Cards are developing in grades 4-6.
2. Principals report frequent classroom Walk-Thru observations were used to give teachers feedback on instruction.
3. Paraeducators were used to support instruction in Kindergarten and First Grade. Data shows increases of 3-5% in cohort benchmark assessment scores.
4. Wednesday release time for PLC continued.

Expenditures

BUDGETED

1. \$9,000 LCFF Base
2. No Additional Cost
3. \$67,000 LCFF Base
4. \$121,000 LCFF Base

ESTIMATED ACTUAL

1. \$ 17,531
2. No Additional Cost
3. \$ 62,085
4. No Additional Cost

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the District implemented the actions and services with fidelity to the LCAP. The District's unique approach to student support – utilizing paraeducators to “frontload” early literacy skills in Kindergarten and First Grade and supporting / scaffolding student learning in other grades continues. The District saw many teachers take advantage of professional development. Teachers attended both on-site formal PD with expert trainers and conference / trainings, as well as engaging in Professional Learning Community based discussions (Data Meetings, Student Study Teams, etc.).

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

While the district did not meet its overall academic growth goals, it did make positive gains. Also, it was noted that the district gains outpaced overall state gains in ELA and matched state-wide gains in Math. The district exceeded its goal for English Learner students meeting targets by a very small amount (0.2%), and saw a 2% decrease in the number of reclassified English Learner students.

Data entry errors made it difficult to assess the impact of any changes on the Advance Placement testing data. New data check procedures will insure the data submitted in the future are accurate. Additionally, it was noted that the sample size is so small (i.e. the number of CUSD students who take AP courses and tests) that it may simply be a year-to-year fluctuation rather than any true trend.

College preparedness on the EAP is another metric which may be influenced by relatively small sample size. However, it does appear that the Math portion of the assessment is very difficult for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences were as follows: (Numbering system is Goal.Action.Item)

- 1.1.1 Teachers were sent to additional training opportunities and additional trainers brought to district at the request of the teachers.
- 1.1.2 New English Language Arts curriculum was significantly more expensive than estimate – which was based on cost of recently purchased Math curriculum costs.
- 1.1.3 Estimate included District determined class size reductions for grades K-6. Expenditure number includes only K-3 costs (based on State CSR guidelines).
- 1.1.4 District collaborated with County Office of Education and received trainings at no cost.
- 1.2.1 New hires were more experienced than expected resulting in higher compensation.
- 1.2.2 ELD curriculum materials significantly less expensive, and Burchfield Primary purchased a subscription package instead of traditional curriculum.
- 1.2.4 Scheduled salary and benefit increases more than expected.
- 1.3.1 Staff was offered additional training.
- 1.3.3 Some positions were not filled during the entire school year, and some new hires started at lower than expected wage.
- 1.3.4 Use of the cost of Wednesday release time was an error

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

1. Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10% growth (Average per Cohort) for Free and Reduced Priced Meals, minority and ELL students. **This goal will be broadened to include status goals for each grade.**
2. Students enrolled in the CHS Environmental Science Academy will continue to comprise >20% of the school population. **This goal, which was intended to insure inclusiveness, will be dropped as the data indicates the proportion of students enrolling in the ESA mirrors demographics at CHS.**
3. EL's who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 7% from previous year **This goal will change to indicate a base percentage of EL's reclassified, as it is impossible to continuously increase the percentage – the original goal was poorly worded; if left as is, in a few years the goal would indicate that the district is reclassifying 100% of the ELL students each year .**
4. AP pass rate (score of 3 or higher) will be above 70% **This goal will change to indicate a base percentage of students passing, as it would more accurately show improvement.**
5. The Academic Performance Index (API) does not apply this year **Delete; API is no longer used.**

Changes may be found in the Action Items section of Goal 1 in the 2017-2018 CUSD LCAP

Goal 2

#2: Improve the atmosphere in our schools, and the communication between home & school.

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 X3 4 X5 X6 X7 8

COE 9 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

1. All teachers will be appropriately credentialed and assigned.
2. Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.
3. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)
4. School attendance rates will remain above 95%
5. Number of students Chronically absent will decrease by 10% (As measured by DART Referrals) from previous year
6. Middle school and High School dropout rates will decrease by 3% from previous year
7. High School Graduation rate will increase by 5% from previous year
8. Pupil suspensions will decrease by 5% (from previous year) and expulsions will remain below 1% of the student population.
9. Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.

ACTUAL

1. The number of teachers appropriately credentialed was 95% and 95% were appropriately assigned.
2. All students were provided CCSS aligned instructional materials in sufficient quantities at all levels – No Williams Act complaints were noted this year.
3. Parent involvement increased at both site level and district level committees. Particularly noteworthy were the increases in CHS ELAC, and the consistently high numbers at DELAC. Other indications are that overall parent involvement remains high at all sites.
4. School attendance rates were above 95% at all sites except Colusa Alternative High School (Continuation School).
5. Because of improvements in the DART process, and closer attention to absences, the number of students reported chronically absent almost tripled from the from previous year (from 9 to 26).
6. Middle school and High School dropout rates decreased by 14.8% from previous year and indicate a downward trend. Currently the dropout rate is 12% while state-wide the rate is 10.7%.
7. High School Graduation rate increased by 9.1% from previous year.
8. Pupil suspensions increased by 5% (from previous year) and while expulsions remain below 1% of the student population, the suspension rate is classified as very high at 8.5%.
9. Student, Staff, and Parent surveys indicate positive and improving perceptions of school safety and atmosphere.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
1. Continue to focus on hiring and retaining fully credentialed teachers.

ACTUAL
1. The District continues to make every effort to recruit, hire and retain fully credentialed teachers. Due to the decline in

- 2. Continue to ensure that instructional materials are supplied in sufficient quantities.
- 3. Continue with current efforts to reduce truancy and suspensions.
- 4. Continue with current efforts and look for additional ways to expand celebrations of learning and achievement.

- credentialing program enrollment, that goal becomes ever more challenging. The district is doing more active recruiting at teacher job fairs, advertising more widely, and using college education department contacts to attract applicants.
- 2. The district makes every effort to ensure that instructional materials are supplied in sufficient quantities. All students have access to standards based instructional materials. No Williams Act complaints were received this year.
 - 3. The District Attendance Review Board met 5 times this year, and reviewed 26 cases of possible truancy. The effect of those meetings, and the subsequent communication with parents, appears to be positively impacting truancy numbers as word spreads in the community. Suspension rates remain high, (407 total suspensions in 14/15 SY) however staff attended a training in March 2017 which will assist with offering alternatives to suspension.
 - 4. All sites and the District continue to look for additional ways to celebrate learning and achievement.

BUDGETED

- 1. No Additional Costs
- 2. \$15,000 LCFF Base
- 3. NO ADDITIONAL COSTS
- 4. NO ADDITIONAL COSTS

ESTIMATED ACTUAL

- 1. No Additional Costs
- 2. \$ 21,868
- 3. No Additional Costs
- 4. No Additional Costs

Expenditures

ACTIONS / SERVICES

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

Action

2

Actions/Services

PLANNED

1. Assess, through Surveys, parent and community perceptions of our success in this area. Change policy and practice as needed.

ACTUAL

Multiple surveys, generated from within and outside the District indicate students, staff, and parents have positive perceptions of District operations. For example:

97% of the CHS students report feeling safe at school, 86% feel the discipline is fair, and 94% feel a sense of belonging to the school. 91% of the parents feel respected at school, and 96% feel their children are safe. At BPS 96% of the teachers report feeling “successful”, and 92% feel that the campus is safe (the other 8% were unsure).

Expenditures

BUDGETED

1. NO ADDITIONAL COSTS

ESTIMATED ACTUAL

NO ADDITIONAL COSTS

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Implementation of the actions and services in this goal area were very consistent with the previous LCAP. There was not much new implementation in this area. More accurately, these efforts might be viewed as refining successful methods already in place.

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

The Board and staff remain committed to open and transparent operations. That commitment and quality communication with parents and other stakeholders translates into very high rates of satisfaction as reported on multiple surveys. The focus on hiring quality staff is reflected in student satisfaction and attendance rates.

While truancy rates seem very high, it appears that the numbers are originating from an increase in attention to the issue, rather than an actual change in the number of reported Chronically Truant students. In other words, building on collaboration efforts with the County Office of Education, the Probation Department and Law Enforcement, CUSD is now reporting Truancy more accurately because the system deals with truancy more effectively.

Attendance rates reflect the ongoing efforts to make schools safe, enjoyable, relevant and challenging. Embedded bullying prevention programs, consistent and fair discipline, and a caring staff make students feel safe at school, which translates to lower absenteeism.

Similarly, graduation and drop-out rates indicate the success of District efforts to intervene early with at-risk students. Those efforts support achievement and student success, which shows in the increasing graduation rate and decreasing drop-out rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1.2 More instructional materials were purchased than expected because of varying class size and deterioration of current textbooks.

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

1. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.) **Actual participation counts will be added to give a more accurate measure of participation. Where counts are not feasible, the site will keep a record of approximate numbers and report those changes as anecdotal / subjective observations.**
2. Pupil suspensions will decrease by 5% (from previous year) and expulsions will remain below 1% **The percentage of suspended students will decrease more substantially as the district replaces current practice with updated approaches to discipline (and changes reporting to more accurately reflect that practice.)**

Changes may be found in the Action Items section of Goal 2 in the 2017-2018 CUSD LCAP

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE X1 X2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Student access to computers will increase at all levels
2. Electronic communication between school and home will increase
3. Instructional use of technology will increase at all levels
4. General condition of facilities will improve as detailed in the facilities master plan

ACTUAL

1. Student access to computers increased TK – 12.
2. Electronic communication between school and home increased based upon number of parents receiving email communication, and reports of use of district software portals.
3. Instructional use of technology increased TK – 12 based on principal and staff observations .
4. General condition of facilities improved as detailed in the Bond Oversight Committee Report and Reports made to the Board of Trustees at monthly meetings.

ACTIONS / SERVICES

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

Action

1

Actions/Services

1. Assess needs and purchase additional lab sets of computers at each site. (Laptops, Chromebooks, or Tablets)
2. Train staff in use of added technology.
3. Monitor technology usage and encourage implementation in all classrooms.
4. Purchase a systemic Student Information software program for record keeping and communication between home and school. Train staff on implementation and use.
5. Add necessary wireless nodes, switches and routers as required to ensure access is fast and reliable in all district facilities.

- ACTUAL**
1. 416 devices (Laptops, Desktops, Chromebooks or Tablets) were purchased for student use this year.
 2. Staff had multiple opportunities for formal training, and training upon request through an on-line computer training service called StormWinds.
 3. Principals have reported continued technology use, and continue to offer encouragement for technology as a means of engaging students in relevant educational experiences.
 4. Student Information Software was purchased in February 2017 and trainings for staff began in June 2017.
 5. 20 network access points added for increased connectivity.

Expenditures

- BUDGETED**
1. \$100,000 Title I
 2. \$10,000 Title I
 3. No Additional Costs
 4. \$35,000 LCFF Base
 5. \$12,000 LCFF Base

- ESTIMATED ACTUAL**
1. Items were purchased June 2016 in the 15-16 school year
 2. No costs, training done with current staff
 3. No costs
 4. \$ 6,450 to 5/11/17
 5. \$11,825

ACTIONS / SERVICES

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

Action

2

Actions/Services

1. Complete Phase 1 Scope of Work: repair/modernize Life/safety systems, HVAC systems, playgrounds, and other projects from the approved Bond list.

ACTUAL

1. All work identified as Life/Safety in the Bond program has been substantially completed. Playground resurfacing (considered a safety issue) is 99.5% complete. HVAC, Roofing, and other repair / modernization efforts continue.

Expenditures

BUDGETED

1. \$6,500,000 Measure A Bond , Developer Fees

ESTIMATED ACTUAL

Bond Project Expenditures in 16-17 to 5/11/17 were \$2,935,234
Developer fee expenditures in 16-17 to 5/11/17 were \$ 650,770

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

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

The District currently deploys about 900 devices for student use throughout the district. Each year sees more staff utilizing the devices as part of their instructional plan.

Staff training resulted in mixed amounts of success. Some of the introductory training for the data and assessment software received poor reviews by the staff. More successful targeted trainings get better staff buy-in and participation.

Currently the district is nearing 1/1 student to device ratios at all sites and few calls for additional devices were noted in this year’s budget requests. The upgraded cabling throughout the district should be sufficient to serve the needs of students and staff for the next two decades.

The work funded by Measure A Bonds continues. The District took over responsibility for program oversight and realized a substantial savings. The Board of Trustees directed the remaining funds to be spent primarily on roof replacement, which is a much needed improvement at most sites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 3.1.1 The majority of the materials were purchased out of the prior year budget.
- 3.1.2 CUSD Staff offered the training instead of utilizing costly trainers from outside.
- 3.1.4 Payments on the software were delayed until the 17/18 fiscal year.

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

- 1. Purchase a systemic Student Information software program for record keeping and communication between home and school. **Delete – system purchased March 2017.**
 - 1. Complete Phase 1 Scope of Work: repair/modernize Life/safety systems, HVAC systems, playgrounds, and other projects from the approved Bond list. **Update list of District Modernization projects.**
- Changes may be found in the Action Items section of Goal 3 in the 2017-2018 CUSD LCAP**

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

During the 2016-17 school year, the District met with stakeholders throughout the school year. Each school site SSC, ELAC, and parent group was provided opportunities to engage in the LCAP process. District level meetings were held with DELAC and PAC groups, with included parents, teachers, and administrators. Site administrators' monthly meetings focused on both results of LCAP actions and future recommendations. High school student leadership groups (ASB, Clubs, Athletes) were surveyed and personally interviewed by the Superintendent. Information was shared at monthly board meetings with district trustees.

The types of data and information shared included: internal benchmark assessment results (STAR reading/math scores; BPST scores; mid-term exams, etc.), state summative assessment results (CELDT, SBAC, CST tests, etc.), internally generated parent, staff and student surveys; externally generated staff and student surveys; quantitative information on atmosphere indicators (ex: student attendance, absenteeism, discipline); and anecdotal/observational information from staff, parents, students and community members.

Meetings were held with the following groups:

District Meetings:

CUSD Board of Trustee Meetings (January 2016 – April 2016)

Leadership Team Meetings

Monthly Dec. 2016 – Ongoing

December 1, 2016

January 12, 2017

February 2, 2017

March 9, 2017

April 6, 2017

Administration Team (Site Administrators)

Bi-weekly Dec. 2016 - Ongoing

December 1, 2016

January 12, 20, 2017

February 2, 16, 2017

March 9, 23, 2017

April 6, 2017

California School Employees Association (CSEA)

4/27/2017

California Teachers Association (CTA)

05/10/2017

Site Meetings:

Input from site meetings communicated to the District via Admin Team Meetings.

Burchfield Primary School:

- Staff Meetings: 8/15, 9/7, 10/12, 11/9, 12/14, 1/25, 2/1/17, 3/15, 4/12
- Site Council: 10/3, 11/28, 1/30, 2/27, 3/27, 4/24
- ELAC: 9/26, 10/24, 11/28, 1/23, 2/27, 3/27, 4/24
- Parent Club: 9/6, 10/4, 11/1, 12/6, 1/17, 2/7, 3/7, 4/12, 4/26

Egling Middle School:

- Staff Meetings: 8/10 4th – 6th Grade retreat 8/11 7th & 8th Grade Retreat
- Date Grade Level
- 8/15 4-8
- 8/24 4-8
- 9/28 4-6, 7/8
- 11/30 7/8
- 1/11 4-8
- 1/25 7/8
- 2/8 4-6
- 2/15 4-6
- 3/1 4-8
- 3/8 4-8
- 3/15 4-6
- 3/22 4-8
- 4/4 4-8

- Site Council: 9/19, 10/17, 11/21, 1/23, 3/20, 4/24
- ELAC: 9/19, 10/18, 10/15, 1/21, 3/21, 4/25
- Parent Club: 9/21/16, 10/19/16, 1/18/17, 3/15/17

Colusa High & Colusa Alternative High Schools

- Staff Meetings: 8/15, 9/14, 10/12, 11/9, 12/14, 1/18, 2/8, 3/8
- Site Council: 10/27, 11/30, 1/25
- ELAC: 10/27, 11/17, 1/26

- Other:
 - CHS Leadership Team Meeting on 1-13-17 (Changus/Brown/Tanner/Lay)
 - Special Education Department Meeting on 1-18-17 (Changus/Scofield/Whitaker)
 - CHS Leadership Team Meeting on 1-20-17 (Changus/Brown/Tanner/Lay)
 - CHS Leadership Team Meeting on 1-31-17 (Changus/Brown/Tanner)
 - English Department Meeting on 2-9-17 (Changus/Giffin/Steve/Brooks/Nail/Ramirez)
 - CHS Leadership Team Meeting on 3-20-17 (Changus/Brown/Tanner/Lay)
 - FFA Department Meeting on 3-30-17 (Changus/Crabtree/Thomas)
 - Perkins Meeting on 4-4-17 (Biladeau/Newman/Brown/Changus/Thomas/Crabtree)

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Surveys:

Fall 2016

District Wide Staff, Parent and Student Surveys

Spring 2017

Healthy Kids CA Survey April 2017

HKCA – April 2017

HKCA – April 2017

District English Language Advisory Committee

1/25/17

4/27/17

5/25/17 – Voted to recommend approval.

Student Meetings

Met with the CHS Student Leadership Class

05/18/17

Date Draft Posted: 09 May 2017

Date of Board Public Hearing: 13 June 2017

Submitted for board approval: 20 June 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

Board of Trustee Input: The board agreed that maintaining focus on the three Goal areas previously identified made sense. They accepted Leadership Team recommendation to put special emphasis on seeking and implementing strategies for closing the achievement gap between Free and Reduced Priced Lunch, Minority, ELL students and those students who are not in any of these categories. Given the current farm economy, and political uncertainty, the Board will not be authorizing a new bond campaign in 2018. The Board also directed efforts toward additional benchmark assessments, added surveys and required more clarity on the numerical goals for achievement.

Leadership Team Input; Complete Measure A Bond projects and Prop 39 Energy Efficiency upgrades. Prepare for possible CHS kitchen remodel. Plan for technology device increases and start replacement on a scheduled rotation. Implement standardized hiring procedures and make every effort to find fully credentialed staff. Prepare for flat funding for the next few years as the LCFF revenues reach their maximum, and ensure that are successful to demonstrate good stewardship of community tax dollars Revise discipline handbooks and ensure everyone who enters discipline data receives training.

Administration Team Input: In recognition of the huge task of adopting new curriculum, focus on teacher training and support. Prepare for upcoming adoption of Next Generation Science Standards, as well as new standards in History / Social Studies. Emphasize also technology related staff training. Add a teacher at Egling Middle School to keep classes at reasonable size with the expected increase in student numbers. .

California School Employees Association: Offered no additional comments.

California Teachers Association: Teachers appreciated the focus on training and worked on a MOU which would allow even more training time for teachers K-6 adopting new English Language Arts curriculum.

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

Adopt timeline for adoption of NGSS curriculum K-8 in expectation of aligned materials being available in the 20/21 school year.

Continued training on Illuminate software.

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

Burchfield staff very pleased with dedicated instructional blocks supplied by adding PE teacher.

Expanded use of Apps and Parent Portals to facilitate communication between home and school.

Continue to refine interventions for chronically absent students.

Evaluate possibility of changed calendar to ensure teachers have additional time to attend Professional Development related to the recently adopted curriculum.

Prepare to implement K-8 summer school after not holding it last year.

Examine possibilities for expanding AP or Dual Enrollment classes at the High School.

Parent / Student / Community Input: Surveys indicate that staff, students and parents continue to feel that the CUSD schools are safe, well organized, inclusive and engaging places for students to learn.

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

More information for families regarding bullying, there continues to be bullying at school.

Support for children who learn at a slower rate.

Support group for the new-comer students from Mexico Homework Club.

Help/support in helping parents help students with their homework.

Math classes for parents so we can help students with math homework.

More multi-cultural events on school campuses.

More information regarding student grades.

A program like Lexia at Egling Middle School.

More information about programs like Rosetta Stone, Lexia etc. (Currently students are using dictionary or Google Translation)

Computer programs to help students practice what they have learned.

Would it be beneficial to open School on weekends to use technology?

Improve Illuminate functions.

After-school tutoring for students who need help.

Rewards to motivate student learning.

Student assistance to help with homework.

Student Input:

On the topic of improving achievement:

- Students reported concern with using SBAC results as measure of district improvement. Only about 10% said they gave the test their “best effort.”
- It was suggested that SBAC results be used to give a “grade bump” for ELA and Math classes.
- There is concern that English department teaches MLA style research paper format, while APA is a more commonly required style in college. A short discussion clarified when each style was utilized.
- The Seniors were unanimous in requesting a schedule change. They would like a full year of Government, and one semester each of Personal Finance and Economics.
- A majority asked about returning “Home Economics” to the curriculum. Specifically they were concerned about cooking and sewing – clothing repair.
- There was 100% agreement that students should be allowed to do anonymous teacher evaluations at the end of each class. One student voiced concern that teachers were not being evaluated frequently by the administration (district – wide). All agreed that teachers were instructing differently when there was a planned observation. Some reported that teachers even told students to “act excited” during a scheduled observation.
- It was suggested that Senior Project requirements be more flexible. Students favored a system where they could elect to do more hours of volunteering if they did a shorter research paper.
- Students agreed that some classes are inherently more difficult than others. It was noted that there is a wide range of rigor between departments. Math was mentioned by several as the most challenging, and it was noted that the Science Department was doing a great job in all respects.
- Many of the Juniors and Seniors would like to see test-taking skills as part of the counseling curriculum.

On the topic of communication between home and school:

- The consensus was that the schools do a good job keeping parents informed. There were comments that some specific classes had unclear/confusing requirements.

On the topic of Technology:

- 100% of the students favor a switch to all Google Apps based instruction. The switch between MS Office applications and Google Docs was “confusing” and “a waste of time” in their eyes. “We’re taught MS Word in a class, and then never use it again” noted one student.
- All favored going to a Bring Your Own Device policy. One student noted that she “typed” entire papers by speaking into her smart phone.
- The availability of devices was a concern. All students agreed that they had seen teachers change plans because of lack of access.
- Students agreed that there is excessive paper use in some classes. “We have tons of worksheet homework sometimes.”
- All students reported that they would use an open computer lab on the weekends if it were available.
- Email access was a concern. A discussion followed about the need for safety controls on any school email.
- Students would like to have laptops assigned like textbooks.

On the topic of facilities:

- Everyone likes the AC in the gym.
- The student restrooms in the 500 wing need remodeled.
- A short discussion about asbestos in the schools followed. Students were informed that any asbestos remaining was not dangerous as it was encapsulated. They were also informed that the district was removing asbestos as funds and time allowed.

Other:

- Students requested more parking area.
- Seniors would like to be allowed to decorate their caps at graduation.

Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Improve Student Achievement and Close Achievement Gaps.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Student Achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board. A significant achievement gap remains between student sub groups – specifically between Hispanic and White students, and between those students eligible for free and reduced priced meals and students not eligible for that program.

Priority 4:

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks
- The English learner reclassification rate

Priority 7:

- Programs and services developed and provided to unduplicated pupils
- Programs and services developed and provided to individuals with exceptional needs

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts	Overall Status Score: ELA 38% Met & Exceeded Standard Math 33% Met & Exceeded	Overall Status Score: ELA 44% Met & Exceeded Standard Math 39% Met & Exceeded	Overall Status Score: ELA 50% Met & Exceeded Standard Math 45% Met & Exceeded	Overall Status Score: ELA 56% Met & Exceeded Standard Math 51% Met & Exceeded

<p>and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.</p>	<p>Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 32% Grade 3 Math M&E 46%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth -1% Grade 4 ELA M & E 31% Grade 4 Cohort Math Growth -8% Grade 4 Math M & E 29%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 32% Grade 5 Cohort Math Growth --11% Grade 5 Math M & E 20%</p> <p>Grade 6 Cohort ELA Growth 4% Grade 6 ELA M & E 29% Grade 6 Cohort Math Growth 1% Grade 6 Math M & E 19%</p> <p>Grade 7 Cohort ELA Growth 5% Grade 7 ELA M & E 42% Grade 7 Cohort Math Growth 13% Grade 7 Math M & E 31%</p> <p>Grade 8 Cohort ELA Growth 7% Grade 8 ELA M & E 44% Grade 8 Cohort Math Growth 3% Grade 8 Math M & E 37%</p>	<p>Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 38% Grade 3 Math M&E 52%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 37% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 35%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 38% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 26%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 35% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 25%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 48% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 37%</p> <p>Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 50% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 45%</p>	<p>Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 44% Grade 3 Math M&E 58%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 43% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 41%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 44% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 32%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 41% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 31%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 54% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 43%</p> <p>Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 56% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 51%</p>	<p>Standard</p> <p>3rd Grade Status Score: Grade 3 ELA M&E 50% Grade 3 Math M&E 64%</p> <p>Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 49% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 47%</p> <p>Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 50% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 38%</p> <p>Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 46% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 37%</p> <p>Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 60% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 49%</p> <p>Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 62% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 57%</p>
<p>Students completing A-G requirements will increase by 3% from</p>	<p>31 % in 14/15</p>	<p>34%</p>	<p>37%</p>	<p>40%</p>

previous year with a goal of 40% by the end of this 3-year plan.				
English Language Learners who show adequate growth will increase by 5%	54% in 14/15	59%	64%	69%
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	2 year average from 13/14 and 14/15 is 33% scoring 3 or higher	36%	39%	40%
English Learner Reclassification Rate	6.2% in 15/16	No data available due to switch from CELDT to ELPAC	TBD based on initial ELPAC test results.	TBD based on initial ELPAC test results.
7A,B, C. All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year	11th Grade Status Score: Grade 11 ELA M&E 58% Grade 11 Math M&E 30%	Grade 11 ELA M&E 63% Grade 11 Math M&E 35%	Grade 11 ELA M&E 68% Grade 11 Math M&E 40%	Grade 11 ELA M&E 73% Grade 11 Math M&E 45%

PLANNED ACTIONS / SERVICES

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

Action **1A**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Student Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New X Modified <input type="checkbox"/> Unchanged
<p>Curriculum Related Training / Actions</p> <p>Implement / Continue Training for:</p> <ol style="list-style-type: none"> Benchmark Advance – English Language Arts Curriculum TK-6 Springboard - English Language Arts Curriculum 7-8 English in a Flash - English Language 	<p>Curriculum Related Training / Actions</p> <p>Implement / Continue Training for:</p> <ol style="list-style-type: none"> Benchmark Advance – English Language Arts Curriculum TK-6 Springboard - English Language Arts Curriculum 7-8 English in a Flash - English Language 	<p>Curriculum Related Training / Actions</p> <p>Implement / Continue Training for:</p> <ol style="list-style-type: none"> New Staff - Provide English Language Arts Curriculum / English Language Development Curriculum / Math Curriculum Next Generation Science

Development Curriculum (K-3)

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

Development Curriculum (K-3)

4. English 3-D - English Language Development Curriculum (4-8)
5. Bridges – Math Curriculum
6. Next Generation Science Standards
 - a. K-3 – Lesson Development
 - b. 4-6 Unit Development
 - c. 7-8 Unit Development
 - d. 9-12 Unit Development
 - e. Begin Lesson and Unit planning to embed Health and Anatomy standards
7. Implement English Language Development training needed by non – English Language Arts teachers
8. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:
 - i. School Nurse,
 - ii. Bilingual Parent Liaison,
 - iii. increased budgets for site supplies,
 - iv. Staff retention through

Standards

- a. K-3 – Unit Development
 - b. 4-6 Implementation
 - c. 7-8 Implementation
 - d. 9-12 Implementation
 - e. Complete Lesson and Unit planning to embed Health and Anatomy standards
3. Evaluate available Science Curriculum for adoption in 20/21 – Pilot as needed.
4. Implement English Language Development training needed by non – English Language Arts teachers
5. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
 - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
 - b. EMS additional teachers, paraprofessionals, Counselor
 - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
 - d. District-Wide:

- iii. increased budgets for site supplies,
- iv. Staff retention through salary increases;
- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

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

- i. School Nurse,
- ii. Bilingual Parent Liaison,
- iii. increased budgets for site supplies,
- iv. Staff retention through salary increases;
- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> \$14,000 Trainer Costs Budget Object Code 5800 \$22,000 Staff Compensation Budget Object Code 1100 \$230,000 Curriculum Budget Object Code 4100 & 4300 	<ul style="list-style-type: none"> \$6,000 Trainer Costs Budget Object Code 5800 \$11,000 Staff Compensation Budget Object Code 1100 e. BPS – additional teachers Budget 	<ul style="list-style-type: none"> \$4,000 Trainer Costs Budget Object Code 5800 \$6,000 Staff Compensation Budget Object Code 1100 i. BPS – additional teachers Object Code

a. BPS – additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200- \$717,170

b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176

c. CHS Additional Teachers and class offerings (Spanish, AP, etc.) Budget Object code 1100- \$374,010

d. District-Wide:

i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100- 2999- \$320,174

ii. Technology: staffing Budget Object Code 2200-2300, software and hardware

Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$717,170

f. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176

g. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$374,010

h. District-Wide:

v. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention

1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$717,170,

j. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176

k. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$374,010

l. District-Wide:

viii. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention, , Staff retention through salary increases Budget

increases Budget
Object Code 4300-
.\$254,295

iii.Facilities: staffing Budget
Object Code 2200,
transportation budget
Object Code 2200,
and additional routine
maintenance
allocations Budget
Object Code 4300,
5600, 5800- \$333,310

iv.Federal Programs
Supplement: add
funds to cover Titles I,
III and ROP program
encroachment on
General fund budget-
Budget Object Code
8980- \$355,796

through salary
increases
Budget Object
Code 1100-
2999- \$320,174

vi.Technology:
staffing Budget
Object Code
2200-2300,
software and
hardware
increases
Budget Object
Code 4300-
\$254,295

vii.Facilities: staffing
Budget Object
Code 2200,
transportation
budget Object
Code 2200, and
additional
routine
maintenance
allocations
Budget Object
Code 4300,
5600, 5800-
\$333,310

Federal Programs
Supplement: add funds to
cover Titles I, III and ROP
program encroachment on
General fund budget-
Budget Object Code 8980

Object Code
1100-2999-
\$320,174

ix.Technology: staffing
Budget Object
Code 2200-2300,
software and
hardware
increases Budget
Object Code
4300-\$254,295,

x.Facilities: staffing,
Budget Object
Code 2200,
transportation
budget Object
Code 2200, and
additional routine
maintenance
allocations
Budget Object
Code 4300, 5600,
5800- \$333,310

Federal Programs
Supplement: add funds to
cover Titles I, III and ROP
program encroachment on
General fund budget –
Budget Object Code 8980
\$355,796

PLANNED ACTIONS / SERVICES

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

Action **1B**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	X New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Data Related Training / Actions</p> <ol style="list-style-type: none"> Implement / Continue Training for: <ol style="list-style-type: none"> Illuminate Data & Assessment Software Infinite Campus Student Information System. Assess Infinite Campus Software as 9 -12 Gradebook vs. School Loop Begin Process of converting all Cumulative Files to electronic format. 	<p>Data Related Training / Actions</p> <ol style="list-style-type: none"> Continue Training for: <ol style="list-style-type: none"> Illuminate Data & Assessment Software Infinite Campus Student Information System Begin to utilize Illuminate software for all data warehousing. Implement selected 9-12 electronic Gradebook 	<p>Data Related Training / Actions</p> <ol style="list-style-type: none"> Schedule New Staff Training for: <ol style="list-style-type: none"> Illuminate Data & Assessment Software Infinite Campus Student Information System Continue to utilize Illuminate software for all data warehousing. Implement selected 9-12 electronic Gradebook

3. Evaluate district-wide assessment practices.
4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems:
 - a. iReady.
 - b. NWEA=MAPs.
 - c. SBAC Interim Assessments.
 - d. Other
5. Determine whether new/modified system would be more beneficial to students.
6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1st – 11th Grades.)
7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators.
 - a. Include District – Wide and Site Specific items.
 - b. Ensure assessments provided in Curriculum are being utilized consistently.
8. Implement prescribed walk-thru protocols.
9. Assess walk-thru data and recommend site level or systemic changes.
10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.
11. Examine Instructional Year Calendar

4. Continue process of converting all Cumulative Files to electronic format.
5. Begin Training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Implement any changes to Teacher Evaluation Document

4. Continue process of converting all Cumulative Files to electronic format.
5. Continue training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes. I
8. Implement any changes to Teacher Evaluation Document

<p>changes to facilitate deeper / more effective collaboration.</p> <ul style="list-style-type: none"> a. Instructional minutes @ each site. b. Length and frequency of collaboration. c. Starting time (particularly at High School) <p>12. Assess Teacher Evaluation Document and present options for changes to all stakeholders</p>		
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BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$ 56,720	Amount	\$4,000 Training	Amount	\$2,000 Training
Source	LCFF Funds	Source	LCFF Funds	Source	LCFF Funds
Budget Reference	CSAM Budget Object Code 5800	Budget Reference	CSAM Budget Object Code 5800	Budget Reference	CSAM Budget Object Code 5800

PLANNED ACTIONS / SERVICES

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

Action **1C**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>Opportunities for Extension</p> <ol style="list-style-type: none"> Train teachers additional Advanced Placement offerings as resources and staffing are available. Investigate possibility of adding dual enrollment course offerings. Implement / Continue Training for assisting students who are exceeding standards in: <ol style="list-style-type: none"> Benchmark Advance – English Language Arts Curriculum TK-6 Springboard - English Language Arts Curriculum 7-8 	<p>Opportunities for Extension</p> <ol style="list-style-type: none"> Implement additional Advanced Placement offerings as resources and staffing are available. Implement dual enrollment course offerings. Implement / Continue Training for assisting students who are exceeding standards in: <ol style="list-style-type: none"> Benchmark Advance – English 	<p>Opportunities for Extension</p> <ol style="list-style-type: none"> Implement additional Advanced Placement offerings as resources and staffing are available. Implement dual enrollment course offerings as resources and staffing are available. Train New Staff for assisting students who are exceeding standards in: <ol style="list-style-type: none"> Benchmark Advance – English Language Arts Curriculum TK-6 Springboard - English Language

- c. Bridges – Math Curriculum
- 4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
- 5. Investigate implementation of StrengthsFinder as a support for all students and staff. Possible inclusion in the Freshman wheel.
- 6. Create a “Newcomer” Homework Help club for Immigrant students newly arrived.

- Language Arts Curriculum TK-6
- b. Springboard - English Language Arts Curriculum 7-8
- c. Bridges – Math Curriculum
- 4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
- 5. Implement (if approved) inclusion of StrengthsFinder in the Freshman wheel.

- Arts Curriculum 7-8
- c. Bridges – Math Curriculum
- 4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
- 5. Continue inclusion of StrengthsFinder in the Freshman wheel.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$1750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$1750 StrengthsFinders Fee
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800

New
 Modified
 Unchanged

Goal 2 Improve the atmosphere in our schools and the communication between school and home.

State and/or Local Priorities Addressed by this goal:
 STATE X 1 X 2 X 3 4 X 5 X 6 X 7 8
 COE 9 10

[Identified Need](#)

LOCAL _____

STATE X 1 X 2 X 3 4 X 5 X 6 X 7 8

COE 9 10

Priority 5:

- Middle school dropout rates
- High school dropout rates

Priority 6:

- Pupil suspension rates
- Pupil expulsion rates

Priority 7:

- Programs and services developed and provided to unduplicated pupils
- Programs and services developed and provided to individuals with exceptional needs

LOCAL _____

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be appropriately credentialed and assigned.	95% in 2016/17	100%	100%	100%
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100%	100%	100%	100%
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils	Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	Attendance or participation at or above baseline.	Attendance or participation at or above baseline.	Attendance or participation at or above baseline.

and parents of pupils with exceptional needs.)				
School attendance rates will remain above 95%	96%	95%+	95%+	95%+
Number of students chronically absent will decrease by 10% from previous year	64 Students in 14/15	58 Students	52 Students	46 Students
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year	Middle School rate <1% High School rate 17.6% in 15/16	Middle School rate <1% High School rate 14.6%	Middle School rate <1% High School rate 11.6%	Middle School rate <1% High School rate 8.6%
High School Graduation rate will increase by 5% from previous year.	2016 85.6%	90.6%	95.6%	100%
Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.	2014/15 Suspension rates Burchfield Primary 0.4% 2 Students Egling Middle 11.4% 61 Students Colusa High 16.5% 67 Students 2014/15 Expulsions rate baseline Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 9.7% 52 Students Colusa High 14.0% 57 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 8.2% 44 Students Colusa High 11.6% 47 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 6.9% 37 Students Colusa High 9.9% 40 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.	Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline.

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Action **1**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
Location(s)	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ol style="list-style-type: none"> 1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices. 2. Ensure attendance, tobacco and other district wide policies are consistent. 3. Implement site-wide discipline vocabulary consistency. 4. Gather discipline data and evaluate in March. 5. Modify IC software so that there is admin approval before any level of discipline report goes home. 6. Implement student Gallop survey. 7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill. 	<ol style="list-style-type: none"> 1. Implement Revised Discipline handbooks at each site. 2. Gather discipline data and evaluate in March. Use data plan improvement. 3. Implement student Gallop survey and utilize results to guide improvement. 4. Continue to implement Celebrations of Reclassification for ELL. 5. Change JD of counselor to focus more on behavioral health. 6. Plan and implement homework help training sessions for parents K-8 	<ol style="list-style-type: none"> 1. Review Emergency Operations Manual and revise as needed. 2. Gather discipline data and evaluate in March. Use data plan improvement. 3. Implement student Gallop survey and utilize results to guide improvement. 4. Continue to implement Celebrations of Reclassification for ELL. 5. Plan and implement homework help training sessions for parents K-8 6. Plan and present parent trainings on Illuminate and Infinite Campus

- 8. Celebration of Reclassification for English Language Learners.
- 9. Change Job Description of TK-8 counselor to focus more on behavioral health.
- 10. Plan and implement homework help training sessions for parents K-8
- 11. Plan and present parent trainings on Illuminate and Infinte Campus

- 7. Plan and present parent trainings on Illuminate and Infinte Campus

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,100 Supplies and Materials	Amount: \$1,100 Supplies and Materials	Amount: \$1,100 Supplies and Materials
Source: Base Budget	Source: Base Budget	Source: Base Budget
Budget Reference: CSAM Budget Object Code 4300/5800	Budget Reference: CSAM Budget Object Code 4300/5800	Budget Reference: CSAM Budget Object Code 4300/5800

New X Modified Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE X 1 2 3 4 5 6 X 7 8

COE 9 10

LOCAL _____

Identified Need

Access to computers for students is not at the desired level. Technology-based instruction is limited because access to devices is limited. Facilities are dated and in need of modernization.

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18 **2018-19** **2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<ol style="list-style-type: none"> 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1 2. Investigate incentives for parents to attend trainings on Social Media, Internet safety, etc. 3. Assess Bring your own device policy and possibly recommend adoption. 4. Assess and possibly implement weekend technology lab access. 5. Advise community that the district is going to all electronic communication 6. Pursue one grant opportunity for technology. 	<ol style="list-style-type: none"> 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1 2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc. 3. Implement Phase I of Bring your own device policy if approved. 4. Continue to implement weekend technology lab access. 5. Increase electronic communication except for items mandated to be supplied in hard copy. 6. Pursue one grant opportunity for technology. 	<ol style="list-style-type: none"> 1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1 2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc. 3. Implement Phase II of Bring your own device policy if approved. 4. Continue to implement weekend technology lab access. 5. Increase electronic communication except for items mandated to be supplied in hard copy. 6. Pursue one grant opportunity for technology.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000 Tech Student Devices	Amount	\$30,000 Tech Student Devices	Amount	\$60,000 Tech Student Devices
Source	LCFF Funds	Source	LCFF Funds	Source	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300	Budget Reference	CSAM Budget Object Code 4300	Budget Reference	CSAM Budget Object Code 4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 2,492,591

Percentage to Increase or Improve Services:

22.98 %

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

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

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

Use of supplemental and concentration funding by site:

Burchfield Primary	Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered.	\$717,170
Egling Middle School	Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes.	\$409,176
Colusa High/Alt. High/Home School	Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring)	\$374,010
District – Wide Miscellaneous	Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued.	\$320,174
District – Wide Technology	Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students.	\$254,295
District – Wide Facilities	Additional staffing; transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment.	\$333,310
District – Wide Federal Program Encroachment	Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding.	\$355,796
	TOTAL	\$2,728,929

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

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

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

[Plan Summary](#)

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

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

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016

COLUSA UNIFIED SCHOOL DISTRICT
745 Tenth Street
Colusa, California 95932

**RESOLUTION #2017-18.02
SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS**

WHEREAS, the governing board of Colusa Unified School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 12, 2017 at 4 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

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

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

WHEREAS, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Colusa Unified School District, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each student, including English learners, has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2016-17 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Colusa Unified School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

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

**Burchfield Primary School Adopted Textbooks
2017-2018**

Grades K - 3:	Bridges in Mathematics	Math Learning Center	2015
	Scott Foresman History - Social Studies	Scott Foresman	2007
	FOSS (Full Option Science System)	Delta Education	2007
	Benchmark Advance	Benchmark Education Co.	2017
ELD:			
Grades K – 3:	Benchmark Advance – ELD	Benchmark Education Co.	2017

**Egling Middle School Adopted Textbooks
2017-2018**

Grade 4-5:	Bridges 2 nd Edition	The Mathematics Learning Cntr.	2014
	Science: <i>FOSS</i>	Delta Education	2007
	Benchmark Advance	Benchmark Advance Co.	2110
	Social Studies: California Vistas	Macmillan/McGraw Hill	2007
Grade 6:	Connected Mathematics 3	Pearson Education	2014
	Science: Earth Science	Prentice Hall	2008

	Benchmark Advance Social Studies: History Alive!	Benchmark Advance Co. Curriculum Institute	2010 2006
Grade 7:	Connected Mathematics 3 UCLA Algebra Readiness Science: Life Science California Edition SpringBoard ELA & ELD California Spelling Lessons and Activities Social Studies: Medieval World and Beyond	Pearson Education Center for Math & Teaching Prentice Hall College Board Holt McDougal Curriculum Institute	2014 2008 2008 2017 2010 2006
Grade 8:	Connected Mathematics 3 Integrated I Science: Physical Science California Edition SpringBoard ELA & ELD California Spelling Lessons and Activities Social Studies: <i>U.S. Through Industrialization</i>	Pearson Education Carnegie Learning Prentice Hall College Board Holt McDougal Curriculum Institute	2014 2014 2008 2017 2010 2006
Grades 4-8 ELD:	English 3D	Houghton Mifflin Harcourt	2017

**CHS/CAHS Core Textbooks
2017-2018**

Mathematics:

Integrated Math 1	Holt McDougall	2016
Carnegie Learning: Integrated Math II	Carnegie Learning	2012
Integrated Math III	Holt McDougall	2016
Pre-Calculus	Brooks/Cloe (Cengage)	2012
Calculus	Houghton Mifflin	2006

Supplemental

Integrated Math II	Holt McDougall	2016
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Social Science:

History Alive! World History	Teacher's Curriculum Institute	2013
History Alive! Pursuing American Ideals	Teacher's Curriculum Institute	2013
Civics in America	McDougal Littell	2003
The American Pageant (Honors)	McDougal Littell	2006
Government by the People (AP)	Pearson	2014
Econ Alive! The Power to Choose	Teacher's Curriculum Institute	2015

Supplemental:

Gale Databases	Cengage Learning	2017
Proquest Databases	Proquest	2017

Science:

Agriscience	Interstate Publishers, Inc.	2003
Biology	William C. Brown	1996
Introduction to Biology	Teaching Point	2008
Modern Biology	Holt, Rinehart & Winston	2002
Biology: An Ecological Approach	Kendall/Hunt	2007
Chemistry	Prentice Hall	2008
Modern Chemistry (Ag Chem)	Holt McDougall	2015
Physics	Holt McDougall	2012
Sustaining the Earth	Brooks/Cole	2007

Essentials of Human Anatomy & Physiology	Benjamin Cummings	2012
Modern Chemistry	Holt McDougall	2015

Supplemental:

Gale Databases	Cengage Learning	2017
Proquest Database	Proquest	2017
Climate Change	National Geographic	2014
Green	National Geographic	2014
Water: Challenges & Policy	National Geographic	2014
Science Laboratory Equipment (Gr. 9-12)	Essential laboratory equipment is provided through site and categorical funding.	

English:

Literature & Composition (Honors)	Cengage Learning	2011
Handbook of Critical Approaches to Literature	Oxford University Press	1999
College Board Course for English 4	The College Board	2001
Various Novels	The College Board	2001

Supplemental:

Gale Databases	Cengage Learning	2017
Proquest Databases	Proquest	2017
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

Grades 9-12 ELD:

Keys to Learning	Pearson Longman	2013
Keystone Building Bridges	Pearson Longman	2013
Keystone	Pearson Longman	2013

WHEREAS, sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and;

Foreign Language (Spanish):

Realidades I	Pearson-Prentice Hall	2008
Realidades II	Pearson-Prentice Hall	2008
Entre Mundos	Pearson-Prentice Hall	2004
Temas(AP)	Vista Higher Learning	2014

Health:

Supplemental:

Discovery Education website		
CPR Training manual		
Various pamphlets		
Reality Works (Babies)		
Gale Databases	Cengage Learning	2017
Proquest Databases	Proquest	2017

Theatre Production:

Theatre Art in Action	Glencoe	2005
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Personal Finance:

Foundations in Personal Finance	The Lampo Group	2014
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WHEREAS, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, IT IS RESOLVED that for the 2017-2018 school year, the Colusa Unified School District has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED THIS 12th day of September 2017, at a meeting, by the following vote:

AYES:
NOES:
ABSENT:

Attest:

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

Kathie Whitesell, President
of the Governing Board
Colusa Unified School District

Scope of work for Multi Zone at Egling

Subject: Multizone to split system change out at Egling School

Importance: High

All,

Pending Board approval; I have a HVAC project for Christmas break or sooner if possible (Christmas break is December 22, 2017 to January 5, 2018) at Egling School. If you would like to walk the site and look we can meet Friday September 8th 9:00am 813 Webster St. at school office (please **RSVP so the site can be notified**). To insure lead-time is met to order units, proposals will be due back at my office (emails are fine) no later than Wednesday September 20, 2017 2:30pm. Registration with the district on our CUPCCAA list will be required prior to awarding the work. The project is as follows:

Ref: Install 5 Fujitsu 3 ton mini splits (matching Fujitsu units in our 200 wing) on the Eastern most 200 pod in place of the existing failing Carrier multizone unit (SN 2700F14469), AC-18 mounted in the South-East corner of the pod.

Scope:

- Install 5ea three-ton Fujitsu heat pump cassette type mini splits one for each AC 18 zone (conditioned space). Rooms affected will be 210, 214, 220, and 2 units for Media 2. All units require condensate pumps to pump the water to the roof.
- Modify the ceiling grid to make the units fit in the ceiling.
- Run all new line sets to the roof.
- Contractor will arrange a crane to remove the Carrier multizone and get the condensers on the roof.
- Contractor will dispose of the Carrier multizone to EPA standards. MOT will have the opportunity to remove and salvage circuit boards, relays and other parts prior to unit disposal.
- Contractor responsible for providing and replacing any ceiling tiles damaged by construction.
- Contractor to have licensed electrician install a new 200-amp sub panel on the roof to provide power to the mini splits.
- Contractor to fabricate 258 ¼" by 89 5/8" with 10" sides out of 22 Gauge metal cap to cover multi-zone hole (contractor confirms size before fabrication). School MOT Department to build subfloor platform that goes under the cap.
- Contractor responsible for all cleanup and removal of construction debris from the work site.
- Contractor to provide O&M manuals to MOT and provide some instructions on use.
- Effective July 1, 2017 DIR registration is required for all contractors and sub-contractors.
- Prevailing wage applies to this project.

Exclude:

Permits, Fees, Engineering.

Anything not listed in the scope of work.

Multi-Zone failures at Egling School

We are at the end of the life of several multi-zone HVAC units at EMS, these units are 15-20 years old, cover +- 5 classrooms each and are costing 7-10K per year to maintain. Two have already failed and been replaced in the past two years. We replaced them with split systems giving us redundancy, and individual control, saving us operating costs through energy efficiency.

We now have a third that is losing refrigerant from coil leaks, it has been temporarily patched on 9-5-17. 2nd stage 2 compressor is also failing, it kicks the unit off every day (late afternoon). Our goal is to make it run long enough to get it replaced.

AB-32 sets limits for HVAC repairs and leak loss from coils with required timelines/deadlines for repairs. There are 3 multi-zones left on EMS, replacement cost each is 50-60K. If money is available to replace these units I would highly recommend the Board to consider approving us to do so. Hesitation can cause us to be in the position of multiple classrooms down and no money for repairs or replacement.

Sincerely,

Terry Biladeau

LEASE AGREEMENT

This Lease Agreement (“Lease”), dated for reference purposes this 15th day of June 2017 is made by and between the Colusa County Office of Education, a public entity (“Superintendent”) and Colusa Unified School District, a public entity (“District”).

RECITALS

A. The District is the fee owner of certain real property located in the City of Colusa, identified by Colusa County Assessor Parcel Numbers 001-242-001 and 001-243-001, and commonly known as the James M. Burchfield Primary School (the “Burchfield Block”).

B. The District is the fee owner of additional property identified by Colusa County Assessor Parcel Number 001-194-001, which is commonly known as the Colusa Unified Kindergarten Block (the “Kindergarten Block”).

C. On November 14, 1983, the Superintendent and District entered into a lease for the purpose of constructing a school facilities project in cooperation with the California State Allocation Board, and in accordance with said Lease-Purchase Law of 1976. Using grant funds, the Superintendent did thereafter construct a building on a portion of the Burchfield Block, which is commonly known as the Special Education Annex (the “Special Ed Annex”).

D. On August 19, 2003, the parties entered into a lease allowing for Superintendent to construct and occupy a Child Development Center on a portion of the Kindergarten Block. The Superintendent obtained funding for the facility through the City of Colusa’s Community Development Block Grant Program.

E. In exchange for its right to construct and occupy the Child Development Center on the Kindergarten Block, the Superintendent assigned its rights to the Special Ed Annex to the District. The District continues to occupy the Special Ed Annex, and the Superintendent continues to occupy the Child Development Center on the Kindergarten Block.

F. The parties recognize that it is in their best interests to reconcile their respective rights in each of the buildings and properties, and allow for both parties to continue to advance the educational needs of children they serve. It is the intention of the parties to provide the Superintendent continued and expanded use of the Kindergarten Block in exchange for Superintendent transferring to the District all its rights to the Special Ed Annex.

AGREEMENT

NOW, THEREFORE, in consideration of the above Recitals and the mutual covenants and conditions contained herein, the parties agree as follows:

1. GRANT OF LEASEHOLD INTEREST; KINDERGARTEN BLOCK.

For and in consideration of the covenants and conditions stated herein to be performed and observed by Superintendent, District does hereby demise and lease to Superintendent the

Kindergarten Block (said parcel together with all improvements situated thereon and all appurtenances, rights, permits, licenses, easements, or rights-of-way incident and appurtenant thereto are hereinafter collectively referred to as the "Property").

2. TERM.

This lease, upon execution by both parties is effective as of July 1, 2017 (the "commencement date"). The term of this lease shall be 99 years from the date of commencement, unless otherwise terminated by written notice of either party. Either party may terminate this lease by written notice to the other party setting a termination date of not less than 180 days from the date of written notice. Upon issuance and receipt of written notice of termination, the parties shall meet and confer prior to the termination date regarding the advisability of an extension of the termination date and or each parties responsibility in initiating and completing termination activities, including but not limited to repair, cleaning and vacating all buildings and facilities.

3. RENT AND OTHER PAYMENTS. As consideration for Superintendent's right to lease the Property from the District, Superintendent shall release and otherwise transfer all its interest in the Special Ed Annex to the District.

A. Superintendent agrees to cooperate with District as necessary throughout the Term of this Lease to complete any required paperwork to formalize its transfer of interest in the Special Ed Annex to District, including, but not limited to, terminating the lease between the parties dated November 14, 1983.

B. The District accepts the Special Ed Annex in its current, "as-is" condition.

4. TAXES; ASSESSMENTS.

Superintendent shall pay all "Taxes" that accrue against the Property during the Term. The term "Taxes" means all taxes, assessments and governmental charges accruing against the Property. Superintendent shall pay the Taxes directly to the taxing authorities before the applicable Taxes are due.

5. USE.

A. Superintendent agrees to use the Property for educational programs, services, and related programs under the jurisdiction of Superintendent and for no other purpose, without prior written consent of District.

B. Superintendent shall not use the Property for any unlawful purpose, nor shall Superintendent cause, maintain or permit any impermissible nuisance in or about the Property. Superintendent shall comply with all laws concerning the Property or Superintendent's use of the Property.

C. Superintendent shall comply with all zoning and other governmental laws, rules, regulations and orders concerning the Property or Superintendent's use of the Property.

6. IMPROVEMENTS TO PROPERTY.

The District hereby approves of all improvements located on the Property as of the Commencement Date and such improvements shall be permitted to remain on the Property throughout the Term of this Lease. All work desired to be done by Superintendent on the Property shall require District's prior written consent, not to be unreasonably withheld, conditioned or delayed and shall be done at the sole cost and expense of Superintendent, shall be completed in a good and workmanlike manner, and shall be in compliance with all building laws, ordinances and regulations applicable thereto. Superintendent covenants and agrees to indemnify, defend and hold District harmless from and against any losses or expenses, including attorneys' fees, resulting from any and all mechanics' or materialmen's liens or any other liens against the Property by any supplier for any work performed by, through or under the Superintendent during the entire Term of this Lease.

7. UTILITIES AND PERMITS.

A. Superintendent shall pay all charges for its own light, heat, sewer, power, gas, water, telephone and other utilities or utility services in, on or about the Property, and any improvements used by Superintendent thereon.

B. Superintendent acknowledges that any construction on the Property occurring by or through Superintendent is subject to all governmental or quasi-governmental bodies having jurisdiction. Superintendent shall be responsible for obtaining any permits, approvals or consents necessary to build the improvements contemplated by Superintendent. District shall provide reasonable cooperation in connection with the efforts of Superintendent to obtain any such amendments, approvals or consents, at no cost to District.

8. REPAIRS AND ALTERATIONS.

Superintendent shall, during the Term of this Lease, at its own cost and expense, keep, replace and maintain in good, safe, clean and sanitary condition and repair, or otherwise in compliance with all laws, ordinances, statutes and regulations, the Property and all leasehold improvements at any time erected thereon, including, but not limited to, the roof, windows and all other structural components of all structures, all parking lot and sidewalk areas and all landscaping and site improvements located on the Property, and all heating, cooling, plumbing, electric and lighting fixtures located in, on or serving the Property. In addition, Superintendent shall, during the Term of this Lease, use commercially reasonable precaution to prevent waste, damage or injury to said leasehold improvements and the Property.

Any structural change or improvement to be made to the Property caused or necessitated by any change in or enactment of any applicable law, rule, regulation or order which is adopted or becomes effective during the Term of this Lease shall be promptly made and completed by Superintendent, at Superintendent's sole cost and expense.

9. COVENANT OF TITLE AND QUIET ENJOYMENT.

District covenants, represents and warrants to Superintendent that District holds fee simple title in the Property. So long as Superintendent is not in default beyond any applicable notice and

cure period, Superintendent shall peacefully and quietly hold, occupy and enjoy said Property.

17. INSURANCE; INDEMNIFICATION OF DISTRICT.

Superintendent shall, at Superintendent's expense, obtain and keep in force during the Lease Term a policy of commercial general liability insurance including coverage for damage to property resulting from fire insuring District and Superintendent against any liability for bodily injury, property damage (including loss of use of the Property) and personal injury arising out of the ownership, use, occupancy or maintenance of the Property. Such insurance shall be in the amount of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate with not less than \$600,000 due to fire damage per occurrence. The limit of any such insurance shall not, however, limit the liability of Superintendent hereunder. Superintendent may provide this insurance under a blanket policy, provided that said insurance shall have a District's protective liability endorsement attached thereto. If Superintendent shall fail to procure and maintain said insurance, District may, but shall not be required to, procure and maintain same, but at the expense of Superintendent. All such policies shall be written as primary policies not contributing with and not in excess of coverage which District may carry.

18. ASSIGNMENT AND SUBLEASE.

Except as otherwise set forth in this Section, Superintendent may not assign, transfer, mortgage, sublet or otherwise convey or encumber all or any part of its interest in this Lease or in the Property to any third party, except with the prior written consent of District, which consent may not be unreasonably withheld, conditioned or delayed.

19. NOTICES.

Whenever notice is required hereunder, it shall be given in writing and delivered or sent by registered or certified United States mail, postage prepaid, with return receipt requested, or by private nationally recognized overnight carrier, to the following addresses or to such other addresses as either may hereafter designate in writing to the other:

District: Colusa Unified School District
745 Tenth Street
Colusa, CA 95932
Attn: Dwayne Newman, District Superintendent

Superintendent: Colusa County Office of Education
345 5th Street
Colusa, CA 95932
Attn: Michael P. West, Superintendent

If such notice is mailed, it shall be deemed to have been given either when received or the date it is first rejected, whichever is earlier.

20. DEFAULTS.

A. Superintendent's Default. Should Superintendent fail to pay all or any part of the payments required to be paid by Superintendent under this Lease on or before the date which is ten (10) days following Superintendent's receipt of written notice that same is past due; or (b) should Superintendent fail to perform or observe any obligation, covenant or condition on Superintendent's part to be performed or observed under the terms of this Lease (other than a failure to pay amounts as provided above) within thirty (30) days after receipt of written notice from District specifying the failure under this Lease, in either or both of such events, a breach of this Lease shall have occurred and District may, at its option, in addition to any other remedies or rights at law or in equity, terminate Superintendent's use and possession of the Property and/or terminate this Lease.

Upon the occurrence of an Event of Default by Superintendent, District may have all remedies available to it at Law.

B. District's Default. If District shall breach any warranty or fail to perform any covenant required to be performed by District under the terms of this Lease and such breach or failure shall continue for a period of thirty (30) days after receipt by District of written notice from Superintendent or such further time period provided District is diligently pursuing a cure (but in any event not to exceed ninety (90) days), but at all times subject to force majeure events, or, if District shall fail to pay any sums due to Superintendent hereunder and such failure shall continue for a period of thirty (30) days after receipt by District of written notice from Superintendent, then Superintendent may, in addition to any of Superintendent's other rights set forth in this Lease, at law or in equity: (i) cure any default or breach of warranty of District hereunder, and perform any covenants which District has failed to perform, and any sums expended by Superintendent in curing such default or breach of warranty and performing such covenants shall be owed and shall bear interest at the rate of eight percent (8%) per annum and/or (ii) bring a suit to recover from District all sums due Superintendent from District together with interest at eight percent (8%) per annum. In addition to all other remedies, Superintendent is entitled to the restraint by injunction of all violations, actual, attempted or threatened of any covenant, condition or provision of this Lease.

21. HOLDING OVER AND CONDITION OF PROPERTY.

Superintendent has no right to hold over in possession following the expiration or earlier termination of this Lease. If Superintendent holds over pursuant to this section, this Lease may be terminated by either party on thirty (30) days' prior written notice to the other.

22. ENTIRE AGREEMENT AND AMENDMENT.

This Lease and the other exhibits attached hereto and forming a part hereof shall constitute the entire agreement of the parties concerning the Property and supersede all prior and other understandings of the parties concerning the Property. No subsequent amendment, alternation, modification or change to this Lease shall be enforceable unless reduced to writing and signed by both of the parties hereto or their designees.

23. SEVERABILITY.

If any provision of this Lease or the application thereof to any person or circumstances shall, to any extent, be declared invalid, illegal or unenforceable by a court of competent jurisdiction, all other provisions and applications thereof shall remain in full force and effect.

24. APPLICABLE LAW.

This Lease shall be construed and enforced in accordance with the laws of the State of California.

25. BINDING ON TRANSFEREES, ETC.

This Lease shall bind all transferees, grantees and successors in interest of District and Superintendent, and any permitted assignees or subtenants of Superintendent herein. District is hereby granted the right to transfer or assign its rights under this Lease without the prior written consent of Superintendent, provided that any transferee or assignee of District assumes and agrees to perform all of District's obligations hereunder. Any and all indemnification provisions contained in this Lease shall run to any and all subsequent owners of the Property.

26. ELECTION OF REMEDIES.

It is mutually agreed by District and Superintendent that the various rights, powers, options, elections, privileges and remedies of District and Superintendent shall be cumulative and no one of them shall be exclusive of rights and privileges granted to District or Superintendent by statute.

27. ATTORNEYS' FEES AND COSTS.

In the event it is necessary for either party to employ an attorney to enforce any terms, conditions or rights under this Lease, or to file or defend an action or arbitration to enforce them, then the prevailing party in any such proceeding shall be entitled to recover from the other, all reasonable attorneys' fees, costs and expenses, and such attorneys' fees, costs and expenses may be made a part of any award or judgment entered.

28. SURVIVAL OF RIGHTS AND OBLIGATIONS.

Any right or obligation of the parties under this Lease which requires any exercise by or performance on the part of a party after the expiration or earlier termination of this Lease shall be deemed to survive such expiration or termination.

29. HEADINGS AND CAPTIONS.

The headings and captions of this Lease have been included solely for ease of reference and shall not in any way define or be used to construe the provisions of this Lease.

(Signatures on Following Page)

IN TESTIMONY WHEREOF, District and Superintendent have caused this Lease to be signed the day and year first stated above.

DISTRICT:

Colusa Unified School District

By: _____
Dwayne K. Newman
Superintendent, CUSD

SUPERINTENDENT:

Colusa County Office of Education

By: _____
Michael P. West, Colusa County
Superintendent of Schools

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED AUGUST 4, 2017			BATCH 4
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
53	ALHAMBRA WATER	\$ 146.86	01	DO/MOT	WATER
45	AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY PREMIUMS
59	BAXTER AUTO	\$ 140.40	01	MOT	VEHICLE REPAIR SUPPLIES
56	BENCHMARK	\$ 7,499.79	01	BPS	TEXTBOOKS
58	COLUSA MOTOR SALES	\$ 190.60	01	MOT	VEHICLE REPAIR SUPPLIES
57	DICKSON MECHANICAL	\$ 10,300.00	13	CAFET	BPS KITCHEN REMODEL
49	TRISH HAUGH	\$ 540.23	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
61	HAWKINS FENCE	\$ 2,540.00	01	MOT	FENCING REPAIRS
48	LEASA HILL	\$ 176.02	13	CAFET	REIMBURSE MILEAGE
52	KELLEHER PAINT	\$ 127.03	01	MOT	MAINTENANCE SUPPLIES
47	SHANNON LAUX	\$ 308.49	01	DO	REIMBURSE FOR SUPPLIES PURCHASED
51	ASHLEY MARTINEZ	\$ 175.39	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
60	MERIDIAN DIESEL	\$ 490.00	01	MOT	BUS MAINTENANCE
55	RIDEOUT	\$ 135.86	01	DO	WORKER'S COMP FIRST AID CLAIM
50	CRISTINA RODRIGUEZ	\$ 54.26	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
46	STANDARD INS	\$ 1,481.23	01	DO	INCOME PROTECTION PREMIUMS
54	SUPERIOR TIRE	\$ 37.70	01	MOT	TIRE
RC4	US BANK CALCARD VISA	\$ 19,929.14	01	ALL	SEE ATTACHED
TOTAL ALL FUNDS		\$ 44,620.65			

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

26-Jul	CDW GOVT #JPD7358	\$14,208.31	01	TECH SUPPLIES
26-Jul	CDW GOVT #JNG0575	(\$363.68)	01	TECH SUPPLIES RETURN
26-Jul	CDW GOVT #JNF9514	(\$754.66)	01	TECH SUPPLIES RETURN

Sheryl Parker

31-Jul	ACCREDITING COMM FOR SCHO	\$1,940.00	01	ANNUAL ACCREDITATION FEE
26-Jul	USPS.COM CLICKNSHIP	\$23.75	01	DO POSTAGE
25-Jul	USPS.COM POSTAL STORE	\$286.75	01	DO POSTAGE
25-Jul	USPS.COM POSTAL STORE	\$281.00	01	DO POSTAGE

Nick Schantz

31-Jul	AMAZON MKTPLACE PMTS	\$92.68	01	MOT MAINTENANCE SUPPLIES
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Jody Johnston

31-Jul	CONSOLIDATED PLASTICS CO	\$419.00	01	EMS SUPPLIES
28-Jul	SSI*SCHOOL SPECIALTY	\$37.27	01	EMS SUPPLIES
27-Jul	VIRCO INC.	\$1,421.31	01	EMS SUPPLIES
25-Jul	DECKER EQUIPMENT	\$780.27	01	EMS SUPPLIES

Zeba Hone

31-Jul	AMAZON MKTPLACE PMTS	\$239.33	01	DO SUPPLIES
28-Jul	AMAZON.COM	\$1,166.91	01	DO SHREDDER
28-Jul	STAPLES DIRECT	\$71.80	01	DO SUPPLIES
27-Jul	SUBWAY 00108084	\$54.50	01	DO INTERVIEW PANEL LUNCH
26-Jul	SAV-MOR #31	\$24.60	01	DO INTERVIEW PANEL LUNCH

\$19,929.14

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED AUGUST 11, 2017			BATCH #
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
64	3D FLOOR COVERING	\$ 14,200.70	01	MOT	EPOXY FLOOR FOR CHS KITCHEN
73	BEELER TRACTOR	\$ 41.51	01	MOT	MOWER PARTS
79	TERRY BILADEAU	\$ 53.06	01	MOT	REIMBURSE FOR SUPPLIES PURCHASED
81	CA DEPT OF JUSTICE	\$ 113.00	01	DO	FINGERPRINT FEES
82	CHICO ROOFING	\$ 149,950.00	21	BOND	CHS ROOF
63	CITY OF COLUSA	\$ 10,488.08	01	ALL	WATER/SEWER MONTHLY BILLING
63	CLIMATE CONTROL	\$ 116,895.00	01	PROP39	HVAC REPLACEMENT ON PORTABLES
71	COLUSA COUNTY FARM SUPPLY	\$ 265.44	01	MOT	GROUNDS SUPPLIES
RC5	CUSD EMER FD-BRIAN COPPIN	\$ 17.66	01	TECH	FINAL MILEAGE REIMBURSEMENT
RC5	CUSD EMER FD-AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY PREMIUMS
RC5	CUSD EMER FD-DANA DUNN	\$ 200.00	95	CHS	REFUND FEE
RC5	CUSD EMER FD-KARI VLAHOS	\$ 44.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
RC5	CUSD EMER FD-PACIFIC SUPPLY	\$ 63.71	01	MOT	MAINTENANCE SUPPLIES
RC5	CUSD EMER FD-BEST WESTERN TRAILSIDE INN	\$ 209.00	01	CHS	FFA HOTEL
66	CSBA	\$ 4,630.00	01	DO	GAMUT BOARD POLICY SERVICE
65	DAVIES OIL	\$ 870.84	01	MOT	FUEL FOR VEHICLES
75	GRIFF'S FEED AND SEED	\$ 78.19	01	MOT	GROUNDS SUPPLIES
72	HIGHWAY 20 SIGNWORKS	\$ 210.75	01	MOT	SIGNS
83	JOHNSON PRINTING	\$ 62.74	01	CHS	OFFICE SUPPLIES
84	MATTHEWS INTL	\$ 258.92	95	CHS	CLASS OF 2017 STONE
67	MERIDIAN DIESEL	\$ 253.83	01	MOT	BUS REPAIR
80	MITEL LEASING	\$ 1,792.38	01	ALL	PHONE SYSTEM LEASE
74	MJB WELDING	\$ 38.00	01	CHS	WELDING SHOP SUPPLIES
86	NSCIF	\$ 20.00	01	SPORTS	ENTRY FEE
68	RECOLOGY	\$ 570.31	01	MOT	DUMP FEES
69	RECOLOGY	\$ 2,772.48	01	ALL	GARBAGE SERVICE
76	SCHOOL LOOP	\$ 3,066.50	01	TECH	ANNUAL SOFTWARE LICENSE
77	SORENSEN PEST CONTROL	\$ 220.00	01	ALL	PEST CONTROL SERVICE
70	SUPERIOR REGION CATA	\$ 450.00	01	CHS	FFA REGISTRATIONS FOR EVENT
62	TERRYS SMOG SHOP	\$ 432.25	01	MOT	SMOG VEHICLES
654	US BANK EQUIPMENT FINANCE	\$ 2,427.96	01	ALL	COPIER LEASE PAYMENT
RC6	US BANK CALCARD VISA	\$ 56,897.86	ALL	ALL	SEE ATTACHED
85	VALLEY TRUCK AND TRACTOR	\$ 1,259.14	01	MOT	MOWER REPAIR
TOTAL ALL FUNDS		\$ 370,769.62			

US BANK CALCARD VISA

Nick Schantz

FD DESCRIPTION

7-Aug	LOWES #01933*	\$161.89	01	MOT MAINTENANCE SUPPLIES
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Ron rogers

26-Jul	MCLANE MANUFACTURING	\$499.00	01	MOT MAINTENANCE SUPPLIES
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Sheryl Parker

4-Aug	ADAM LABORATORIES INC	\$40.00	01	MOT TESTING ASBESTOS FLOOR
3-Aug	IN *CLIMATE CONTROL, INC.	\$2,696.09	01	MOT HVAC REPAIR
3-Aug	MESSICK ACE HDWE	\$2,298.77	01	MOT MAINTENANCE SUPPLIES
3-Aug	CLOSE LUMBER	\$4,935.94	21	BOND LUMBER FOR ROOFING
2-Aug	TRIMARK ERF, INC.	\$31,464.37	13	CAFETERIA EQUIPMENT REPLACEMENT
2-Aug	JW WOOD CO INC	\$127.47	01	MOT MAINTENANCE SUPPLIES
2-Aug	HILLYARD INC SACRAMENTO	\$4,316.03	01	MOT CUSTODIAL SUPPLIES
2-Aug	INLAND BUSINESS SYSTEMS	\$587.12	01	ALL PRINTER MGMT PROGRAM

Leasa Hill

4-Aug	AMAZON MKTPLACE PMTS	\$262.66	13	CAFETERIA SUPPLIES
4-Aug	AMAZON MKTPLACE PMTS	\$318.69	13	CAFETERIA SUPPLIES
31-Jul	AMAZON MKTPLACE PMTS	\$389.97	13	CAFETERIA SUPPLIES

Jeremy Miller

2-Aug	MESSICK ACE HDWE	\$55.75	01	TECH SUPPLIES
1-Aug	AMAZON MKTPLACE PMTS	(\$48.89)	01	TECH RETURN

Jody Johnston

7-Aug	SSI*SCHOOL SPECIALTY	\$418.77	01	EMS SUPPLIES
4-Aug	SSI*SCHOOL SPECIALTY	\$434.18	01	EMS SUPPLIES
4-Aug	SSI*SCHOOL SPECIALTY	\$392.57	01	EMS SUPPLIES
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	CCSESA	\$250.00	01	EMS/CHS WORKSHOP REGISTRATION
1-Aug	TEACHERSPAYTEACHERS.COM	\$299.00	01	EMS SUPPLIES

Zeba Hone

7-Aug	OFFICE DEPOT 1135	\$19.29	01	DO OFFICE SUPPLIES
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Rebecca Changus

7-Aug	QUILL CORPORATION	\$22.67	01	CHS SUPPLIES
4-Aug	QUILL CORPORATION	\$1,837.85	01	CHS SUPPLIES
3-Aug	NATIONAL SCHOOL FORMS	\$437.63	01	CHS SUPPLIES
2-Aug	AMAZON MKTPLACE PMTS	\$31.13	01	CHS SUPPLIES
2-Aug	AMAZON MKTPLACE PMTS	\$102.72	01	CHS SUPPLIES
1-Aug	OMNI CHEER	\$3,297.19	95	CHS CHEER UNIFORMS

\$56,897.86

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED AUGUST 18, 2017			BATCH €
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
107	STEPHANIE ARCHIBALD	\$ 100.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
101	VERNON BADALUCO	\$ 80.49	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
97	CHRISTINA BAILEY	\$ 35.94	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
103	CHRISTOPHER BAILEY	\$ 82.82	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
92	CENTRAL DRUG SYSTEM	\$ 1,089.00	01	MOT	ANNUAL BUS DRIVER DRUG TESTING FEE
105	CUSD CAFETERIA FUND	\$ 844.59	01	DO	DISTRIC BREAKFAST
90	FRONTIER	\$ 23,973.34	01	ALL	PHONE/DATA LINE MONTHLY BILL
104	GAGER	\$ 99.14	13	CAFET	SUPPLIES
99	HARPERS AUTO	\$ 1,429.41	01	MOT	TRUCK REPAIR
65	HERFF JONES	\$ 1,067.11	01	CHS	DIPLOMAS
87	H&R PAINTING	\$ 6,300.00	01	MOT	PAINT CHS KITCHEN
100	JEFF SAVAGE PLUMBING	\$ 140.00	01	MOT	PLUMBING REPAIR
106	JODY JOHNSTON	\$ 111.69	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
88	ASHLEY MARTINEZ	\$ 276.21	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
102	MEXIFOODS	\$ 651.41	95	CHS	TAMALE SALE SUPPLIES
91	RIDEOUT MEDICAL	\$ 25.00	01	DO	TB TEST
89	JESSE RODRIGUEZ	\$ 84.53	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
93	RSD	\$ 24,110.00	13	CAFET	FREEZER/FRIDGE REPLACEMENT
95	SPURR	\$ 789.93	01	ALL	NATURAL GAS BILLING
94	THREE B'S TOILET RENTALS	\$ 214.50	01	ALL	PORTABLE TOILET RENTAL
RC7	US BANK CALCARD VISA	\$ 40,187.74	ALL	ALL	SEE ATTACHED
96	SOCORRO VARGAS	\$ 206.35	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
98	ZIONS BANK	\$ 350.00	01	DO	ANNUAL TRANSFER FEE
TOTAL ALL FUNDS		\$ 102,249.20			

US BANK CALCARD VISA

Rebecca Changus

FD DESCRIPTION

14-Aug	COCA-COLA REFRESHMENTS	\$222.68	01	CHS DRINK MACHINES
11-Aug	ARBOR SCIENTIFIC	\$127.70	01	CHS SCIENCE SUPPLIES
11-Aug	EAI EDUCATION	\$66.90	01	CHS SUPPLIES
11-Aug	QUILL CORPORATION	\$103.95	01	CHS S
10-Aug	LMP*DAVERAMSEY LAMPOGR	\$439.99	01	CHS PERSONAL FINANCE BOOKS
10-Aug	UCA	\$434.00	95	CHS CHEER SUPPLIES
7-Aug	VERNIER SOFTWARE & TEC	\$666.63	01	CHS SUPPLIES
7-Aug	COLLEGEBOARD*SAT ONLN.	\$60.00	01	CHS TEST REGISTRATION
7-Aug	COLLEGEBOARD*SAT ONLN.	\$60.00	01	CHS TEST REGISTRATION
7-Aug	USPS PO 0517280932	\$294.00	01	CHS POSTAGE
4-Aug	LMP*DAVERAMSEY LAMPOGR	\$2,061.68	01	CHS PERSONAL FINANCE BOOKS
3-Aug	RC WILLEY INTERNET	\$739.99	01	CHS OFFICE FURNITURE

Ron Rogers

9-Aug	STONEHOUSE SIGNS	\$217.36	01	MOT SIGNS
1-Aug	HARPERS AUTO REPAIR	\$900.00	01	MOT PICKUP REPAIR

Leasa Hill

14-Aug	ROCCOS BAR GRILL	\$142.25	13	CAFET STAFF LUNCH
9-Aug	PACE SUPPLY CORP 8	\$174.55	01	CAFET SUPPLIES
42956	LOWES #01933*	845.86	01	CAFET SUPPLIES

Sheryl Parker

9-Aug	HOUGHTON MIFFLIN	\$7,233.12	01	CHS TEXTBOOKS
9-Aug	SCHOOL HEALTH CORP	\$60.15	01	NURSING SUPPLIES
9-Aug	WAL-MART #2044	\$51.20	01	DO SUPPLIES
9-Aug	C&C SMART FOOD51705655	\$1,735.72	13	CAFET FOOD

Nick Schantz

10-Aug	THE HOME DEPOT #1019	\$575.91	01	MOT MAINTENANCE SUPPLIES
9-Aug	LOWES #01933*	\$250.99	01	MOT MAINTENANCE SUPPLIES

Jody Johnston

9-Aug	HOUGHTON MIFFLIN	\$6,220.00	01	EMS TEXTBOOKS
14-Aug	ASSOCIATED SOUND	\$4,924.91	01	EMS SOUND SYSTEM
9-Aug	SSI*PREMIER HAM&STEPH	\$3,445.52	01	EMS PRINT AGENDAS
9-Aug	LA UNICAS FRESH MEX	\$127.63	01	EMS RETREAT LUNCH

Jesse Rodriguez

14-Aug	USPS PO 0517280932	\$490.00	01	BPS POSTAGE
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Jeremy Miller

14-Aug	AMAZON MKTPLACE PMTS	\$346.68	01	TECH SUPPLIES
10-Aug	CDW GOVT #JSN2950	\$6,973.37	01	TECH SUPPLIES

Zeba Hone

9-Aug	CAFFEINATED	\$25.00	01	DO LONGEVITY AWARDS
8-Aug	MARKET STREET GRIL	\$20.00	01	DO LONGEVITY AWARDS
8-Aug	MARKET STREET GRIL	\$20.00	01	DO LONGEVITY AWARDS
8-Aug	MARKET STREET GRIL	\$20.00	01	DO LONGEVITY AWARDS
8-Aug	MARKET STREET GRIL	\$20.00	01	DO LONGEVITY AWARDS
8-Aug	MARKET STREET GRIL	\$20.00	01	DO LONGEVITY AWARDS
8-Aug	SWEET BEANS BAKERY	\$70.00	01	DO LONGEVITY AWARDS

\$40,187.74

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED AUGUST 25, 2017			BATCH 7	
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION	
146	JENNIFER ALANIZ	\$ 56.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
122	MALLORY ALVES	\$ 94.50	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
110	VERNON BADALUCO	\$ 40.76	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
124	CHRISTINA BAILEY	\$ 6.28	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
134	CVT	\$ 110,850.73	01	DO	SEPTEMBER HEALTH INSURANCE	
55	CCOE	\$ 11,668.42	01	DO	CEWAN 4TH QTR	
127	CUSD CAFETERIA FUND	\$ 86.88	01	DO	COOKIES FOR BRD MTG/INTERVIEW LUNCH	
RC8	CUSD EMER FD-GENERATIONS	\$ 424.83	13	CAFET	SUPPLIES	
RC8	CUSD EMER FD-DONNA MAHORNEY	\$ 155.50	13	CAFET	REIMBURSE FOR SUPPLIES PURCHASED	
RC8	CUSD EMER FD-DEBBY BEYMER	\$ 115.30	13	CAFET	REFUND BALANCE OF ACCOUNT	
RC8	CUSD EMER FD-PETTY CASH L.MEYERS	\$ 2,000.00	01	CHS	CASH BOXES FOR SPORTS EVENTS	
RC8	CUSD EMER FD-EDD	\$ 560.69	01	DO	EDD UI FEES	
RC8	CUSD EMER FD-EDD	\$ 1,379.36	01	DO	EDD UI FEES	
RC8	CUSD EMER FD-STEPHANIE ARCHIBALD	\$ 50.96	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
RC8	CUSD EMER FD-PETTY CASH L.MEYERS	\$ 600.00	95	CHS	CASH BOXES FOR ASB EVENTS	
119	CONTINENTAL ATHLETIC SUPPLY	\$ 454.39	01	SPORTS	FOOTBALL SUPPLIES	
115	TINA CREMO	\$ 107.25	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
126	CSU CHICO RESEARCH	\$ 500.00	01	OLL	WORKSHOP REGISTRATION	
144	DICKSON MECHANICAL	\$ 60,100.00	13	CAFET	ALL 3 SCHOOLS KITCHEN REMODEL	
145	DICKSON MECHANICAL	\$ 9,500.00	01	MOT	HVAC REPLACEMENT CHS KITCHEN/FOYER	
112	FIRST TO FINISH	\$ 276.15	95	CHS	ASB VOLLEYBALL SUPPLIES	
135	GENERATIONS	\$ 476.00	95	CHS	SHIRTS	
121	HEATHER HAMILTON	\$ 300.64	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
123	TRISH HAUGH	\$ 273.49	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
114	ROSEMARY HICKS	\$ 11.13	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
137	CARLY KOLPIN	\$ 40.35	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
118	ERIKA LEMENAGER	\$ 138.72	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
140	MEXIFOODS	\$ 370.28	95	CHS	SPIRIT CLUB TAMALE SALE SUPPLIES	
130	NCOA CHICO	\$ 2,810.00	01	SPORTS	FOOTBALL OFFICIALS	
111	NORCAL FLOOR COVERING	\$ 1,105.00	01	MOT	FLOOR REPLACEMENT	
129	NSCIF	\$ 399.00	01	SPORTS	ANNUAL DUES	
139	ODYSSEY TEAMS	\$ 1,495.00	01	CHS	ESA ROPES COURSE DEPOSIT	
136	ONE STONE APPAREL	\$ 1,377.78	01	CHS	PE CLOTHES	
142	PG&E	\$ 32,951.67	01	ALL	ELECTRIC BILLING	
108	LESLIE PINGREY	\$ 148.29	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
117	SARAH RICHTER	\$ 112.94	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
109	JESSE RODRIGUZ	\$ 35.49	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
128	SHANNON SCOFIELD	\$ 95.24	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
133	STANDARD INSURANCE	\$ 2,079.42	01	ALL	INCOME PROTECTION PREMIUMS	
116	SUTTER COUNTY SCHOOLS	\$ 396.50	01	EMS	SHADY CREEK SUPPLIES	
132	TEAM EXPRESS	\$ 912.25	95	CHS	FOOTBALL SUPPLIES	
138	MAITE TESTERMAN	\$ 66.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED	
113	RYAN TIETZ	\$ 169.48	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
143	KIMBERLY TURNER	\$ 233.62	01	EMS	REIMBURSE MILEAGE/MEALS AT WORKSHOP	
131	TURNITIN	\$ 4,990.00	01	CHS	ANNUAL SOFTWARE LICENSE	
RC9	US BANK CALCARD VISA	\$ 24,551.95	ALL	ALL	SEE ATTACHED	
125	SOCORRO VARGAS	\$ 45.17	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
120	WESTAMERICA BANK	\$ 27,522.33	01	DO	LONG TERM DEBT PAYMENT	
TOTAL ALL FUNDS		\$ 302,135.74				

US BANK CALCARD VISA

Rebecca Changus

FD DESCRIPTION

21-Aug	LMP*DAVERAMSEY LAMPOGR	\$299.98	01	CHS SUPPLIES
21-Aug	OMNI CHEER	\$515.34	95	CHS CHEER SUPPLIES
21-Aug	HUDL	\$600.00	01	CHS VOLLEYBALL SUPPLIES
21-Aug	DEMCO INC	\$95.63	01	CHS LIBRARY SUPPLIES
21-Aug	TEACH TCI	\$1,419.88	01	CHS BOOKS
21-Aug	QUILL CORPORATION	\$27.49	01	CHS SUPPLIES
14-Aug	GOPHER SPORT	\$149.32	01	CHS SUPPLIES
18-Aug	ULINE *SHIP SUPPLIES	\$575.63	01	CHS DESKS
18-Aug	AMAZON MKTPLACE PMTS	\$131.47	01	CHS SUPPLIES
18-Aug	QUILL CORPORATION	\$14.47	01	CHS SUPPLIES
17-Aug	WALMART.COM	\$109.45	01	CHS SUPPLIES
17-Aug	AMAZON MKTPLACE PMTS	\$26.71	01	CHS SUPPLIES
16-Aug	IN *ELLSWORTH PUBLISHING	\$364.00	01	CHS BOOKS
11-Aug	SAMSClub #6405	\$169.91	95	CHS ASB CONCESSIONS SUPPLIES
10-Aug	SPORTDECALS	\$452.20	01	CHS SUPPLIES

Terry Biladeau

21-Aug	TEMP-AIR	\$22.84	01	MOT TEMPORARY AC UNIT
17-Aug	TEMP-AIR	\$565.00	01	MOT TEMPORARY AC UNIT

Jeremy Miller

16-Aug	RENAISSANCE LEARNING	\$16,222.00	01	DISTRICT WIDE AM/AR SUBSCRIPTIONS
16-Aug	RTP COLUSA	\$41.81	01	TECH SUPPLIES
14-Aug	AMAZON.COM AMZN.COM/BILL	\$22.61	01	TECH SUPPLIES

Sheryl Parker

21-Aug	USPS.COM POSTAL STORE	\$286.75	01	DO STAMPED ENVELOPES
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Leasa Hill

21-Aug	AMAZON.COM	\$42.84	13	CAFET SUPPLIES
21-Aug	AMAZON.COM	\$94.12	13	CAFET SUPPLIES
17-Aug	AMAZON MKTPLACE PMTS	\$439.98	13	CAFET SUPPLIES

Rosemary Hicks

16-Aug	SAV-MOR #31	\$32.44	01	BPS SUPPLIES
16-Aug	ROUND TABLE PIZZA - 0674	\$110.19	01	BPS SUPPLIES

Jody Johnston

21-Aug	TUBAESSENTIALS.COM	\$343.94	01	EMS MUSIC SUPPLIES
17-Aug	J W PEPPER AND SON INC	\$134.01	01	EMS MUSIC SUPPLIES
17-Aug	BIOQUIP PRODUCTS INC	\$61.45	01	EMS SUPPLIES
17-Aug	FEDEXOFFICE 00051326	\$122.00	01	EMS COPIES MADE
15-Aug	USPS PO 0517280932	\$13.85	01	EMS POSTAGE
15-Aug	FONTAINE INN	\$395.92	01	EMS MOTEL FOR WORKSHOP SAN JOSE
15-Aug	FONTAINE INN	\$418.72	01	EMS MOTEL FOR WORKSHOP SAN JOSE

Zeba Hone

15-Aug	ROCCOS BAR GRILL	\$75.00	01	DO LONGEVITY AWARDS
15-Aug	ROCCOS BAR GRILL	\$30.00	01	DO LONGEVITY AWARDS

\$24,551.95

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 1, 2017			BATCH 8
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
156	ALHAMBRA WATER	\$ 239.31	01	DO/MOT	WATER
162	AGUSTIN BAUTISTA	\$ 150.00	01	MOT	REIMBURSE DMV PHYSICAL
166	BAXTER AUTO	\$ 161.69	01	MOT	VEHICLE REPAIR SUPPLIES
153	KAREN BENNING	\$ 440.77	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
173	CASCADE ATHLETIC SUPPLY	\$ 394.09	01	SPORTS	FOOTBALL SUPPLIES
160	STEPHANIE COFFMAN	\$ 7.40	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
52	CCOE	\$ 175,196.08	01	DO	SELPA FINAL PAY/VARIOUS SOFTWARE
152	CUSD CAFETERIA FUND	\$ 27.44	01	DO	FRUIT TRAY FOR INTERVIEW PANEL
164	CUSD GENERAL FUND	\$ 130.54	95	CHS	USE OF VAN
150	TINA CREMO	\$ 22.47	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
169	DATA WORKS	\$ 2,469.85	01	HMS	TEXTBOOKS
149	JENNIFER HARDWICK	\$ 246.37	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
171	LEASA HILL	\$ 217.75	13	CAFET	REIMBURSE MILEAGE
154	SANDY HUFF	\$ 118.26	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
172	MARIBEL HUGHES	\$ 35.36	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
147	INFINITE CAMPUS	\$ 1,050.00	01	DO	SOFTWARE CONVERSION
157	KEYBOARD TEACHER	\$ 116.21	01	CHS	MUSIC SUPPLIES
168	LAKESHORE	\$ 344.76	01	BPS	SUPPLIES
167	LES SCHWAB	\$ 107.95	01	MOT	TIRES
158	LOS MOLINOS HIGH SCHOOL	\$ 500.00	01	SPORTS	VOLLEYBALL ENTRY FEE
159	NCVOA	\$ 1,575.00	01	SPORTS	VOLLEYBALL OFFICIALS
174	REBECCA RAMIREZ	\$ 727.35	01	CHS	REIMBURSE MILEAGE/TRAVEL EXP
155	READING OIL	\$ 1,204.71	01	MOT	FUEL FOR VEHICLES
161	BARBARA REECE	\$ 90.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
163	RON ROGERS	\$ 160.00	01	MOT	REIMBURSE DMV PHYSICAL
170	SCHOOL SPECIALTY	\$ 556.58	01	BPS	SUPPLIES
151	SENTINEL FIRE	\$ 284.21	13	CAFET	ANSUL SYSTEM PARTS/INSPECTION
RC11	US BANK CALCARD VISA	\$ 12,600.78	ALL	ALL	SEE ATTACHED
RC10	US BANK CALCARD VISA	\$ 4,694.50	ALL	ALL	SEE ATTACHED
TOTAL ALL FUNDS		\$ 203,869.43			

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

24-Aug	AMAZON MKTPLACE PMTS	\$168.45	01	TECH SUPPLIES
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Rosemary Hicks

24-Aug	GBC*ECOMMERCE	\$136.39	01	BPS SUPPLIES
23-Aug	GBC*ECOMMERCE	\$507.72	01	BPS SUPPLIES
23-Aug	THE MATH LEARNING CENTER	\$7,542.81	01	BPS TEXTBOOKS

Jody Johnston

28-Aug	SSI*SCHOOL SPECIALTY	\$196.76	01	EMS SUPPLIES
28-Aug	USPS PO 0517280932	\$36.69	01	EMS POSTAGE
28-Aug	WALMART.COM 8009666546	\$67.75	01	EMS SUPPLIES
25-Aug	BIO CORPORATION	\$593.64	01	EMS SUPPLIES
24-Aug	NASCO FORT ATKINSON	\$75.91	01	EMS SUPPLIES
24-Aug	SSI*SCHOOL SPECIALTY	\$81.24	01	EMS SUPPLIES
23-Aug	THE MATH LEARNING CENTER	\$1,758.75	01	EMS TEXTBOOKS

Rebecca Changus

28-Aug	AMAZON MKTPLACE PMTS	\$70.24	01	CHS SUPPLIES
28-Aug	TCT*ANDERSON'S	\$210.90	95	CHS ASB SUPPLIES
28-Aug	SAMSCLUB.COM	\$673.55	95	CHS FOOTBALL CONCESSION SUPPLIES
28-Aug	QUILL CORPORATION	\$137.25	01	CHS SUPPLIES
28-Aug	WALMART.COM 8009666546	\$84.73	01	CHS SUPPLIES
24-Aug	ELECTRO-MECH SCOREBOARD C	\$98.00	01	CHS SCOREBOARD PARTS
23-Aug	TEAM EXPRESS INTERNET	\$160.00	95	CHS FOOTBALL SUPPLIES

\$12,600.78

US BANK CALCARD VISA

Jeremy Miller

FD DESCRIPTION

22-Aug	MONOPRICE, INC.	\$25.09	01	TECH SUPPLIES
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Rebecca Changus

22-Aug	AMAZON MKTPLACE PMTS	\$112.56	01	CHS SUPPLIES
22-Aug	AMAZON MKTPLACE PMTS	\$264.81	01	CHS SUPPLIES
22-Aug	FOLLETT SCHOOL SOLUTIONS	\$1,491.42	01	CHS LIBRBARY BOOKS
21-Aug	THE HOME DEPOT #1019	\$416.14	01	CHS AG BARN SUPPLIES
21-Aug	HOMEDEPOT.COM	\$427.93	01	CHS AG BARN SUPPLIES

Ron Rogers

14-Aug	SCHOOL BUS PARTS	\$559.85	01	MOT BUS REPAIR PARTS
14-Aug	HARPERS AUTO REPAIR	\$715.20	01	MOT PICKUP REPAIR

Jody Johnston

21-Aug	J W PEPPER AND SON INC	\$527.43	01	EMS MUSIC SUPPLIES
21-Aug	KIDS DISCOVER	\$144.00	01	EMS SUPPLIES

Rosemary Hicks

			01	
18-Aug	USPS PO 0517280932	\$10.07	01	BPS POSTAGE

TOTAL \$4,694.50

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE RELEASED SEPTEMBER 8, 2017			BATCH 9
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
193	CHRISTINA BAILEY	\$ 10.65	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
175	CUSD GENERAL FUND	\$ 9,500.00	21	BOND	CHS HVAC SHOULD HAVE BEEN BOND FUND
183	DAVISON DRUGS	\$ 23.16	01	BPS	SUPPLIES
201	DICKSON MECHANICAL	\$ 8,800.00	13	CAFET	EMS KITCHEN SINK REPLACEMENT, ETC
199	FLETCHER'S PLUMBING	\$ 850.00	01	MOT	PLUMBING REPAIR
195	KRYSTYNA FRANK	\$ 56.36	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
178	CATHERINE FREDRICKSON	\$ 300.68	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
186	GOLD STAR FOODS	\$ 16,457.92	13	CAFET	FOOD
191	JENNIFER HARDWICK	\$ 103.65	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
188	SHERAYA HARMON	\$ 274.03	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
194	SANDY HUFF	\$ 99.20	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
200	INTERQUEST CANINE DETECTION	\$ 700.00	01	EMS/CHS	DRUG DOG VISIT
189	DEANNA JARRETT	\$ 281.22	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
187	JEFF SAVAGE PLUMBING	\$ 1,093.70	01	MOT	PLUMBING REPAIRS
196	JODY JOHNSTON	\$ 12.86	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
180	KELLEHER PAINT	\$ 953.88	01	MOT	MAINTENANCE SUPPLIES
197	JAMIE LAY	\$ 65.00	01	MOT	REIMBURSE FOR SUPPLIES PURCHASED
198	COURTNEY LEMENAGER	\$ 145.87	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
190	ASHLEY MARTINEZ	\$ 98.17	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
179	MERIDIAN DIESEL	\$ 797.01	01	MOT	BUS REPAIR
176	RECOLOGY	\$ 323.79	01	MOT	DUMP FEES
177	RECOLOGY	\$ 2,772.48	01	ALL	GARBAGE SERVICE
184	SELOVER'S	\$ 258.00	01	MOT	TOWING
181	SHIFFLER	\$ 45.26	01	MOT	MAINTENANCE SUPPLIES
192	MELISSA SMITH	\$ 219.21	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
182	SUPERIOR TIRE	\$ 72.65	01	MOT	TIRES
TOTAL ALL FUNDS		\$ 54,314.75			

Notice of Intent

This is to serve as a public notice with the intent to employ the names person(s) below on the basis of a Variable Term Waiver for the Pupil Personnel Service: School Counselor for the school year 2017-2017. This waiver will allow her to work with our TK-8th grade students.

1. Name: Gemma Velazquez
Subject: School Counselor
Grade Levels: TK-8th Grade
School Site(s): James M. Burchfield Primary School
George T. Egling Middle School

August 8, 2017

TO: Board of Trustees

FROM: Sheryl Parker
Dwayne Newman

RE: Request for Additional District Office Position

History of District Office Staffing:

District Office Positions January 2010

All positions 12 months, 8 hours daily except where noted

Superintendent, Larry Yeghoian

Executive Administrative Assistant, Mary Lyttle

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

Business Manager (CBO), Sheryl Parker

Payroll/Personnel Technician, Shannon Laux

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

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

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

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

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

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

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

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

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

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

The EAA also began to do the following HR tasks:

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

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

District Office Today:

Comments from the CBO:

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

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

PROPOSAL:

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

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

Job Duties that have increased since 2010:

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

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

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

List of Positions by District and FTE

Williams Unified

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

Colusa Unified

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

Pierce Joint Unified

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

Middletown Unified School

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

Gustine Unified School District

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

Willows Unified

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

Live Oak Unified

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

Gridley Unified

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

Oroville Union High School District

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

Fort Bragg Unified School District

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

DRAFT

Colusa Unified School District

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

16-17 Confidential/ASES Coordinator Salary Schedule

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

Change Title Only of Current Payroll/Personnel Technician

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

Work Days 261.25
Annual Based upon 8 hours/day

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

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

Work Days 261.25
Annual Based upon 8 hours/day

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

Work Days 190 + 13 Holidays = 203
Annual Based upon 5.75 hours/day

Health Benefit Cap \$876.98

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

Colusa Unified School District

Job Description

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

Basic Function:

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

Representative Duties:

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

Education, Experience, Certificates:

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

Working Conditions:

Business casual attire is required

Environment:

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

Administrative Regulation

Classified Personnel

AR 4261.1(a)

PERSONAL ILLNESS/INJURY LEAVE

Classified employees employed five days a week are entitled to 12 days' leave of absence with full pay for personal illness or injury (sick leave) per fiscal year. Employees who work less than a full fiscal year or fewer than five days a week (part-time employees) shall be granted sick leave in proportion to the time they work. However, any part-time employee whose work hours are so few as to entitle him/her to less than 24 hours of paid sick leave per fiscal year shall be granted sick leave pursuant to Labor Code 246, if he/she is eligible. (Education Code 45191; Labor Code 245-249)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.9/4261.9/4361.9 - Catastrophic Leave Program)

Use of Sick Leave

A classified employee may use sick leave for absences due to:

1. Accident or illness, whether or not the absence arises out of or in the course of employment, or by quarantine which results from contact with other persons having a contagious disease during the employee's performance of his/her duties (Education Code 45199)
2. Pregnancy, childbirth, and recovery (Education Code 45193)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

3. Personal necessity as specified in Education Code 45207

(cf. 4161.2/4261.2/4361.2 - Personal Leaves)

4. Medical or dental appointments, in increments of not less than one hour
5. Industrial accident or illness when leave granted specifically for that purpose has been exhausted (Education Code 45192)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

6. ~~In any calendar year, an employee may use the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement for the following: (Labor Code 233, 245.5, 246.5) a.~~ Need of the employee or his/her family member, as defined in Labor Code 245.5, for the diagnosis, care, or treatment of an existing health condition or for preventive care **(Labor Code 233, 246.5)**

- ~~b.~~7. Need of the employee to seek or obtain any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or

his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking **(Labor Code 233, 246.5)**

For the purposes specified in items #6-7, an employee may use, in any calendar year, the amount of sick leave he/she would accrue during six months at his/her current rate of entitlement. (Labor Code 233)

An employee may take leave for personal illness or injury at any time during the year, even if credit for such leave has not yet been accrued. However, a new full-time classified employee shall not be entitled to more than six days of sick leave until he/she has completed six months of active service with the district. (Education Code 45191)

Unused days of sick leave shall be accumulated from year to year without limitation. (Education Code 45191)

An employee shall reimburse the district for any unearned sick leave used as of the date of his/her termination.

The district shall not require newly employed classified employees to waive leave accumulated in a previous district. However, if the employee's previous employment was terminated for cause, the transfer of the accumulated leave shall be made only if approved by the Governing Board. (Education Code 45202)

The Superintendent or designee shall notify any classified employee whose employment with the district is terminated after at least one calendar year for reasons other than for cause that, if he/she accepts employment in another district, county office of education, or community college district within one year of the termination of employment, he/she shall be entitled to request that the district transfer his/her accumulated sick leave to his/her new employer. (Education Code 45202)

Additional Leave for Disabled Military Veterans

In addition to any other entitlement for sick leave with pay, a newly hired classified employee who is a military veteran with a military service-connected disability rated at 30 percent or higher by the U.S. Department of Veterans Affairs shall be entitled to sick leave with pay of up to 12 days for the purpose of undergoing medical treatment for his/her military service-connected disability. An eligible employee employed less than five days per week shall be entitled to such leave in proportion to the time he/she works. (Education Code 45191.5)

The amount of leave shall be credited to the employee on the first day of employment and shall remain available for the following 12 months of employment. Leave not used during the 12-month period shall not be carried over and shall be forfeited. (Education Code 45191.5)

The Superintendent or designee may require verification, in accordance with the section "Verification Requirements" below, that the employee used the leave to obtain treatment of a military service-connected disability.

Notification of Absence

An employee shall notify the Superintendent or the designated manager or supervisor of his/her need to be absent as soon as such need is known so that the services of a substitute

may be secured as necessary. This notification shall include an estimate of the expected duration of absence. If the absence becomes longer than estimated, the employee shall so notify the district. If the duration of absence becomes shorter than estimated, the employee shall notify the district not later than three o'clock in the afternoon of the day preceding the day on which he/she intends to return to work. If the employee fails to notify the district and the failure results in a substitute being secured, the cost of the substitute shall be deducted from the employee's pay.

Continued Absence After Available Sick Leave Is Exhausted/Differential Pay

A classified employee who has exhausted all paid leaves, including sick leave, shall for the remainder of the five-month period of absence to which he/she is entitled, receive his/her salary minus the actual amount paid a substitute to fill the employee's position during his/her absence. (Education Code 45196)

The five-month period shall commence on the first day of the leave of absence and shall run concurrently with any other paid leave.

Differential Pay for Parental Leave

During each school year, any classified employee who has exhausted all available sick leave, including accumulated sick leave, and continues to be absent on account of parental leave (baby bonding) pursuant to Government Code 12945.2 shall receive differential pay for up to 12 work weeks. The 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of such parental leave. Such parental leave shall run concurrently with the parental leave taken pursuant to Government Code 12945.2 and the aggregate amount of parental leave shall not exceed 12 work weeks in a 12-month period. Eligibility for parental leave pursuant to Education Code 45196.1 shall not require 1,250 hours of service with the district during the previous 12 months. (Education Code 45196.1)

Extension of Leave

A permanent employee who is absent because of a personal illness or injury and who has exhausted all available sick leave, vacation, compensatory overtime, and any other paid leave shall be so notified, in writing, and offered an opportunity to request additional leave. The Board may grant the employee additional leave, paid or unpaid, for a period not to exceed six months and may renew this leave for two additional six-month periods or for lesser periods. The total additional leave granted shall not exceed 18 months. (Education Code 45195)

(cf. 4216 - Probationary/Permanent Status)

If the employee is still unable to resume his/her duties after all available paid and unpaid leaves have been exhausted, the employee shall be placed on a reemployment list for a period of 39 months. If during this time the employee becomes able to resume the duties of his/her position, he/she shall be offered reemployment in the first vacancy in the classification of his/her previous assignment. During the 39 months, the employee's reemployment shall take preference over all other applicants except those laid off for lack of work or lack of funds, in which case the employee shall be ranked according to his/her seniority. (Education Code 45195)

Verification Requirements

After any absence due to illness or injury, the employee shall submit a completed and signed district absence form to his/her immediate supervisor.

The Superintendent or designee may require verification whenever an employee's absence record shows chronic absenteeism or a pattern of absences immediately before or after weekends and/or holidays or whenever available evidence clearly indicates that an absence is not related to illness or injury.

In addition, the Superintendent or designee may require an employee to visit a physician selected by the district, at district expense, in order to receive a report on the medical condition of the employee. The report shall include a statement as to the employee's need for additional leave of absence and a prognosis as to when the employee will be able to return to work. If the report concludes that the employee's condition does not warrant continued absence, the Superintendent or designee may, after giving notice to the employee, deny the request for additional leave.

Any district request for additional verification by an employee's physician or a district-selected physician shall be in writing and shall specify that the report to be submitted to the district should not contain the employee's genetic information.

Any genetic information received by the district on behalf of an employee shall be treated as a confidential medical record, maintained in a file separate from the employee's personnel file, and shall not be disclosed except in accordance with 29 CFR 1635.9.

Before returning to work, an employee who has been absent for surgery, hospitalization, or extended medical treatment may be asked to submit a letter from his/her physician stating that he/she is able to return to work and stipulating any recommended restrictions or limitations.

(cf. 4032 - Reasonable Accommodation)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

Short-Term and Substitute Employees

Except for a retired annuitant who is not reinstated to the retirement system, any short-term or substitute employee who works for 30 or more days within a year of his/her employment shall be entitled to one hour of paid sick leave for every 30 hours worked. For short term and substitute employees, compensation for sick days shall be paid out as it accrues on the next regularly scheduled payroll.

AR 4261.1(j)

Healthy Workplaces, Healthy Families Act Requirements

as added by AB 1522 (Ch. 317, Statutes of 2014),

Note: Pursuant to Labor Code 245-249, all employers, including those that provide paid time off to their employees under existing policy or other law, must comply with the requirements specified in the following section. Pursuant to Labor Code 248.5, noncompliance with the Healthy Workplaces, Healthy Families Act could result in enforcement action against the employer, including the imposition of civil and monetary penalties. Any district with questions regarding the applicability of this new law should consult its legal counsel.

No employee, including a short-term or substitute employee, shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against an employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249.

To ensure the district's compliance with Labor Code 245-249, the Superintendent or designee shall:

1. At a conspicuous location in each workplace, display a poster on paid sick leave that includes the following information:
 - a. That an employee is entitled to accrue, request, and use paid sick days
 - b. The amount of sick days provided by Labor Code 245-249
 - c. The terms of use of paid sick days
 - d. That discrimination or retaliation against an employee for requesting **and/or** using sick leave is prohibited by law and **that** an employee has the right to file a complaint with the Labor Commissioner if the district discriminates or retaliates against him/her
2. Provide at least 24 hours or three days of paid sick leave to each eligible employee to use per year and allow eligible employees to use accrued sick leave upon reasonable request
3. Provide eligible employees written notice, on their pay stub or other document issued with their pay check, of the amount of paid sick leave they have available

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Keep a record documenting the hours worked and paid sick days accrued and used by each eligible employee for three years

Legal Reference:

EDUCATION CODE

45103 Substitute employees

45190 Leaves of absence and vacations

45191 Leaves of absence for illness and injury

45191.5 Leave for military service connected disability

45193 Leave of absence for pregnancy (re use of sick leave under certain circumstances)

45195 Additional leave for nonindustrial accident or illness; reemployment preference

45196 Salary; deductions during sick leave

45196.1 Differential pay during parental leave up to 12 weeks after sick leave is exhausted

45202 Transfer of accumulated sick leave and other benefits

LABOR CODE

230 Jury duty; legal actions by domestic violence, sexual assault and stalking victims, right to time off

230.1 Employers with 25 or more employees; domestic violence, sexual assault and stalking victims, right to time off

233 Illness of child, parent, spouse or domestic partner

245-249 Healthy Workplaces, Healthy Families Act of 2014

COURT DECISIONS

California School Employees Association v. Colton Joint Unified School District, (2009) 170 Cal.App.4th 957

California School Employees Association v. Tustin Unified School District, (2007) 148 Cal.App.4th
510
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 111 (1970)

(12/15 3/16) 3/17

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Preamble

Colusa Unified School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

- *The District will coordinate the wellness policy with other aspects of school management, including the District's School Local Control Accountability Plan (LCAP), when appropriate.*

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as “wellness policy”).

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director, head cook); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [i.e., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [i.e., school counselors, psychologists, social workers, health dept. agents or psychiatrists]; school administrators (i.e., superintendent, principal, vice principal), school board members; health professionals (i.e., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

The designated official for oversight:

Dwayne Newman, Superintendent

Name	Title / Relationship to the School or District	Email address	Role on Committee
Leasa Hill	Student Nutrition Director	lhill@colusa.k12.ca.us	Facilitates developments and updates policy, ensures compliance
Jesse Rodriguez	Principal (K – 3)	jesse.rodriquez@colusa.K12.ca.us	Convey DWC, ensures compliance
Andrea Uhlenkott	Nurse	auhlenkott@colusa.k12.ca.us	Convey DWC, ensures compliance
Gemma Velazquez	Counselor/Psychologist	gvelazquez@colusa.k12.ca.us	Convey DWC, ensured compliance
Melissa Yerxa Ortiz	Board Member	melissa.ortiz@colusa.k12.ca.us	Convey DWC

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.colusa.k12.ca.us

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District Student Nutrition office and/or on www.colusa.k12.ca.us. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District's school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is: Student Nutrition Director - Leasa Hill, lhill@colusa.k12.ca.us / 530-458-7791 ext.14121

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy, appetizing meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams' *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *after school Snack Program*. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appetizing, appealing and attractive to children;
- Are served in clean, and pleasant settings with excellent service;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices using at least ten of the following [Smarter Lunchroom techniques](#):
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - Rotate types of fruits and vegetables offered to ensure all types of tastes are satisfied.
 - Daily create one specialty fruit/ vegetable salad to place in the salad bar, move the location each time that the specialty salad is offered so students are always looking at all fruits and vegetables offered in the salad bar.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - Create entrée examples using fruits and vegetables in your display with trained staff on the service line to encourage a complete meal be selected.

- Create innovative menu options that are current and trendy at each age group for specific sites that are healthy yet exciting for students to eat.
- A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
- Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
- Student artwork is displayed in the service and/or dining areas.
- Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.

All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. [i.e., drinking fountains, water jugs, hydration stations, water jets and other methods for delivering drinking water.]

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, fundraisers and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers by request, including non-food celebration ideas. Healthy party ideas are available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The District will provide to parents a [list of foods and beverages that meet Smart Snacks](#) nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Sites will discourage the use of foods and beverages as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snack in School nutrition standards and State Nutrition Standards. Only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable

equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Fundraising

- Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day* with the exception of school sites scheduled meal times. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the [Alliance for a Healthier Generation](#) and the [USDA](#)]. Schools will encourage non-food fundraisers that promote physical activity (such as walk-a-thons, Jump Rope for Heart, fun runs, etc.).

Sale of frozen pizza, cookie dough and other items preordered and distributed in a precooked state or in bulk quantities (multiple servings in a package) for consumption at home is not required to meet the standards. For example, boxes of preordered Girl Scout cookies intended for consumption at home would not be subject to the standards. Students could take orders and deliver them during the school day for consumption outside of school.

Can we take fundraising orders at school? Yes. Orders may be taken at school as long as the foods being sold meet the Smart Snacks standards or are not intended to be consumed on campus during school hours and as long as students receive permission from the school. Can we deliver the preordered fundraising items at school? Foods that have been purchased through a fundraiser may be delivered on the school campus during the school day if the foods being sold meet the standards or are not intended to be consumed on campus during school hours and as long as students receive permission from the school. However, we encourage

The Smart Snacks in School nutrition standards apply to any foods offered to students during the school day on the school campus, including foods sold as fundraisers or offered as part of a celebration or reward.

We encourage organizations to deliver the foods at a time when parents and caregivers are more likely to be present to collect the items, for example, during specific drop off or pickup times.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using [Smarter Lunchroom techniques](#); and
- Ensuring foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.
- *In elementary schools, nutrition/ health education will be offered at each grade level as part of a sequential, comprehensive, standards-based health education curriculum that meets state and national standards (meets Healthy Schools Program Silver/Gold-level criteria).*
- *All health education teachers will provide opportunities for students to practice or rehearse the skills taught through the health education curricula.*

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from [MyPlate](#)
- Learning how to read and understand FDA's/ USDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- [The Dietary Guidelines for Americans](#)
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. This **does not include** participation on sports teams that have specific academic requirements. **The district will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.**

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year. *[NOTE: Additional optional policy language substitutions include: All [District] elementary students in each grade will receive physical education for at least 100 minutes per week throughout the school year (Meets Healthy Schools Program Silver-level criteria). OR All [District] elementary students in each grade will receive physical education for at least 150 minutes per week throughout the school year (meets Healthy Schools Gold-level criteria).]*

All District **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

[Additional policy language includes:

- *Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).*
- *Eliminates Dodge-Ball and kick-ball type games*
- *All physical education teachers in [District] will be required to participate in at least a once a year professional development in education (meets Healthy Schools Program Silver-level criteria).*
- *All physical education classes in [District] are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).*
- *Waivers, exemptions, or substitutions for physical education classes are not granted.*

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. This policy may be waived on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play and continue to be at the discretion of the building administrator based on his/her best judgment of safety conditions.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week.

These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: after school sports, clubs, and activities.

Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in *six or more* of the activities below; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition

and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop and enhance relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader's name is Andrea Uhlenkott, District Nurse.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. **Examples of strategies schools will use, as well as specific actions staff members can take, include _____ (list 3-4 strategies here).** The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

[Optional language includes:

- *The District will use a healthy meeting policy for all events with available food options, created by the SWC/DWC or one that currently exists that optimizes healthy food options with a variety of choices and selections of healthy foods for a variety of dietary needs.*

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
Burchfield Primary School	Jesse Rodriguez	Principal	jesse.rodriguez@colusa.k12.ca.us	Ensure Compliance at school site
Egling Middle School	Jody Johnston/ Erika Lemenager	Principal/ Vice Principal	jjohnston@colusa.k12.ca.us elemenager@colusa.k12.ca.us	Ensure Compliance at school site
Colusa High School	Rebecca Changus/ John Ithurburn	Principal/ Vice Principal	rchangus@colusa.k12.ca.us jithurburn@colusa.k12.ca.us	Ensure Compliance at school site
Districtwide	Gemma Velazquez	K8 Counselor	gvelazquez@colusa.k12.ca.us	Ensure Compliance at school site

¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.

¹ Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.

¹ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

¹ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.

¹ Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. *American Journal of Clinical Nutrition*. 1998; 67(4), 804S–813S.

¹ Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association*. 2005;105(5):743–760, quiz 761–762.

¹ Taras, H. Nutrition and student performance at school. *Journal of School Health*. 2005;75(6):199–213.

¹ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.

¹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.

¹ Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. *Preventive Medicine*. 1996;25(5):497–505.

¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

¹ Singh A, Uijtewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment*. *Arch Pediatr Adolesc Med*, 2012; 166(1):49-55.

¹ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.

¹ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.

¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>.

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0000(a)

VISION

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

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 9000 - Role of the Board)

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

(cf. 1220 - Citizen Advisory Committees)

(cf. 2230 - Representative and Deliberative Groups)

(cf. 6020 - Parent Involvement)

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

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

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

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

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

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE
52060-52077 Local control and accountability plan

Management Resources:

CSBA PUBLICATIONS
The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research, May 2017
Governing to Achieve: A Synthesis of Research on School Governance to Support Student Achievement, August 7, 2014
Defining Governance, Issue 4: Governance Decisions, Governance Brief, June 2014
Defining Governance, Issue 3: Governance Practices, Governance Brief, April 2014
Maximizing School Board Leadership: Vision, 1996
WEB SITES
CSBA: <http://www.csba.org>

(2/98) 7/17

Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0100(a)

PHILOSOPHY

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

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 9000 - Role of the Board)

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

It is the philosophy of the district that:

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

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

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

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

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

(cf. 6020 - Parent Involvement)

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

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 9240 - Board Training)

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

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

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

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

(cf. 1000 - Concepts and Roles)

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

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

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

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

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

51100-51101 Parental involvement

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

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

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

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

WEB SITES

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

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

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Board Policy

Administration

BP 2140(a)

EVALUATION OF THE SUPERINTENDENT

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

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

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0500 - Accountability)

(cf. 2121 - Superintendent's Contract)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

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

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

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2111 - Superintendent Governance Standards)

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

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

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

(cf. 9121 - President)

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference:

GOVERNMENT CODE

6254.8 Public Records Act; employment contracts

~~53262 Employment contracts, superintendent~~

54957 Closed session, personnel matters

COURT DECISIONS

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

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

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Superintendent Evaluation, 2006

WEB SITES

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

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

Administrative Regulation

Certificated Personnel

AR 4112.2(a)

CERTIFICATION

Verification of Credentials

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

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

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

- (cf. 4112.21 - Interns)
- (cf. 4112.22 - Staff Teaching English Learners)
- (cf. 4112.23 - Special Education Staff)
- (cf. 4121 - Temporary/Substitute Personnel)
- (cf. 5148 - Child Care and Development)
- (cf. 6178 - Career Technical Education)
- (cf. 6200 - Adult Education)

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

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

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

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

(cf. 3580 - District Records)

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

Basic Skills Proficiency

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

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

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

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency)

(cf. 6162.5 - High School Exit Examination)

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

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

Short-Term Staff Permit

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

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

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

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

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

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

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

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

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

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

Provisional Internship Permit

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

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

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

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

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

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

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

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

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

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

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

Teaching Permit for Statutory Leave

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

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

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

(cf. 4161.1 - Personal Illness and Injury Leave)
(cf. 4161.11 - Industrial Accident/Illness Leave)
(cf. 4161.8 - Family Care and Medical Leave)

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

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

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

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

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

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

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

(cf. 4113 - Assignment)

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

Long-Term Emergency Permits

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

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

(cf. 4117.14/4317.14 - Postretirement Employment)

Emergency Substitute Teaching Permits

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

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

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

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

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

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

(7/11 8/14) 7/17

Administrative Regulation

All Personnel

AR 4112.61(a)

4212.61

EMPLOYMENT REFERENCES

4312.61

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

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

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

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

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

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

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

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

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

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

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

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

Legal Reference:

LABOR CODE

1050-1054 Reemployment privileges

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

527.3 Labor disputes

CODE OF REGULATIONS, TITLE 5

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

COURT DECISIONS

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

(9/89 10/96) 7/17

Policy Reference UPDATE Service

Board Policy

Instruction

BP 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

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

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

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

(cf. 0440 - District Technology Plan)
(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.5 - Student Assessment)
(cf. 6163.1 - Library Media Centers)

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

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

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

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

Review Process

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

(cf. 1220 - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

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

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

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

(cf. 9270 - Conflict of Interest)

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

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

(cf. 5020 - Parent Rights and Responsibilities)

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

Public Hearing on Sufficiency of Instructional Materials

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

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

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

(cf. 9322 - Agenda/Meeting Materials)

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

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

1. Mathematics

(cf. 6142.92 - Mathematics Instruction)

2. Science

(cf. 6142.93 - Science Instruction)

3. History-social science

(cf. 6142.94 - History-Social Science Instruction)

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

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6174 - Education for English Language Learners)

5. **World/f**Foreign language

(cf. 6142.2 - World/Foreign Language Instruction)

6. Health

(cf. 6142.8 - Comprehensive Health Education)

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

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

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

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

BP 6161.1(g)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS (continued)

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

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

(cf. 0460 - Local Control and Accountability Plan)

Complaints

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

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

220 Prohibition against discrimination

1240 County superintendent, general duties

~~1240.3~~ Definition of sufficiency for categorical flexibility

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

~~42605~~ Tier 3 categorical flexibility

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

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

52060-52077 Local control and accountability plan

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

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

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufacturers

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core **State** Standards

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

CODE OF REGULATIONS, TITLE 5
9505-9530 *Instructional materials*

Management Resources:

CSBA PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

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

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

WEB SITES

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

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

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

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

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

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Instruction

E 6161.1(a)

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Resolution On Sufficiency Of Instructional Materials

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

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

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

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

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

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

Finding of Sufficient Textbooks or Instructional Materials

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

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

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

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

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

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

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

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

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

Finding of Insufficient Textbooks or Instructional Materials

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

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

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

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

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

AYES: _____ NOES: _____ ABSENT: _____

Attest:

Secretary

President

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MELLO-ROOS DISTRICTS

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

- (cf. 3470 - Debt Issuance and Management)**
- (cf. 7110 - Facilities Master Plan)*
- (cf. 7111 - Evaluating Existing Buildings)*
- (cf. 7210 - Facilities Financing)*
- (cf. 7211 - Developer Fees)*
- (cf. 7213 - School Facilities Improvement Districts)*

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

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

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

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

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

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

(cf. 5116 - School Attendance Boundaries)

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

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

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

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

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

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

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

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

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

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

(cf. 3460 - Financial Reports and Accountability)

Legal Reference: (see next page)

Legal Reference:

EDUCATION CODE

15300-15425 School facilities improvement districts

17060-17066 Joint venture school facilities construction projects

GOVERNMENT CODE

6061 One time notice

12463.2 Reports

17556 Payment of costs mandated by the state

53311-53368.3 Mello-Roos Community Facilities Act of 1982

53753 Assessment notice and hearing requirements

53753.5 Exemptions

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

Management Resources:

CSBA PUBLICATIONS

Bond Sales – Questions and Considerations for Districts, 2012

Maximizing School Board Governance: School Facilities Management, 2006

WEB SITES

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

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

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

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

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Board Bylaws

BB 9121(a)

PRESIDENT

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

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9100 - Organization)

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

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

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

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

(cf. 9322 - Agenda/Meeting Materials)

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

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

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

(cf. 9323 - Meeting Conduct)

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

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

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

(cf. 9322 - Agenda/Meeting Materials)

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

(cf. 9130 - Board Committees)

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

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

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

(cf. 1112 - Media Relations)

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

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

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

(cf. 9240 - Board Training)

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

(cf. 9123 - Clerk)

Legal Reference:

EDUCATION CODE

35022 *President of the board*

35143 *Annual organizational meetings; dates and notice*

GOVERNMENT CODE

54950-54963 *Ralph M. Brown Act*

Management Resources:

CSBA PUBLICATIONS

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

Board Presidents' Handbook, revised 2002

CSBA Professional Governance Standards, 2000

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

WEB SITES

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

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GOVERNING BOARD ELECTIONS**Board Member Qualifications**

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

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

(cf. 9224 - Oath of Affirmation)

(cf. 9270 - Conflict of Interest)

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

(cf. 9230 - Orientation)

(cf. 9240 - Board Training)

Consolidation of Elections

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

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

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

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

(cf. 9110 - Terms of Office)

Elections Process and Procedures

(Election using "at-large" voting method)

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

Campaign Conduct

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

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

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

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

(cf. 9005 - Governance Standards)

Statement of Qualifications

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

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

(cf. 9223 - Filling Vacancies)

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

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

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

Tie Votes in Board Member Elections

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

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

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

Legal Reference:

EDUCATION CODE

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

1006 Qualifications for holding office, county board of education

5000-5033 Elections

5220-5231 Elections

5300-5304 General provisions (conduct of elections)

5320-5329 Order and call of elections

5340-5345 Consolidation of elections

5360-5363 Election notice

5380 Compensation (of election officer)

5390 Qualifications of voters

5420-5426 Cost of elections

5440-5442 Miscellaneous provisions

7054 Use of district property

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

ELECTIONS CODE

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

10010 District boundaries

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

13308 Candidate's statement contents

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

14050-14057 California Voter Participation Rights Act

20440 Code of Fair Campaign Practices

GOVERNMENT CODE

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

PENAL CODE

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

CALIFORNIA CONSTITUTION

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

UNITED STATES CODE, TITLE 42 52

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

Legal Reference: (continued)

COURT DECISIONS

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

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

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

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

ATTORNEY GENERAL OPINIONS

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

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

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

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

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

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

WEB SITES

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

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

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

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

Board Bylaws

BB 9230(a)

ORIENTATION

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

Board Candidate Orientation

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

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

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

(cf. 9200 - Limits of Board Member Authority)

(cf. 9220 - Governing Board Elections)

(cf. 9270 - Conflict of Interest)

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

(cf. 1340 - Access to District Records)

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

New Board Member Orientation

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

BB 9230(b)

ORIENTATION (continued)

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

(cf. 9000 - Role of the Board)

(cf. 9220 - Governing Board Elections)

(cf. 9223 - Filling Vacancies)

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

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

(cf. 9121 - President)

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

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

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 9005 - Governance Standards)

(cf. 9010 - Public Statements)

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

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

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

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

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

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

Legal Reference:

EDUCATION CODE

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

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

ELECTIONS CODE

~~13307 Candidate's statement~~

~~20440 Code of Fair Campaign Practices~~

GOVERNMENT CODE

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

54952.1 Member of a legislative body

54952.2 Open meeting laws; posting agenda; board actions

54952.7 Copies of Brown Act to board members

Management Resources:

CSBA PUBLICATIONS

~~School Board Leadership, 2007~~

~~Professional Governance Standards for School Boards, 2000~~

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

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

(7/08 8/14) 7/17

Board Bylaws

BB 9400(a)

BOARD SELF-EVALUATION

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

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 2140 - Evaluation of the Superintendent)

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

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)

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

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

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

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

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

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

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

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

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

(cf. 9230 - Orientation)

(cf. 9240 - Board Training)

Legal Reference:

GOVERNMENT CODE

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

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards

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

Professional Governance Standards, 2000

Maximizing School Board Leadership, 1996

WEB SITES

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

CSBA Board Self-Evaluation: <http://bse.csba.org>

(9/88 3/02) 7/17

Policy Reference UPDATE Service

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CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Board Room by Kathie Whitesell, who established a quorum was present. Attending were Charles Yerxa, Melissa Ortiz, Michael Phenicie and Kelli Griffith-Garcia. Also in attendance was Superintendent Dwayne Newman, and others.
INFORMATION	Jesse Rodriguez, Burchfield Primary School Principal and John Ithurnburn, Colusa High School Assistant Principal introduced themselves and gave the board a short professional biography.
PLEDGE OF ALLEGIANCE	Pam Giuliano led the pledge of allegiance.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No information was presented.
ACTION ITEM #171801	<p>Motion was made by Kelli Griffith-Garcia, seconded by Michael Phenicie to approve Resolution #2017-18.01 – Retirement Resolution for Pam Giuliano.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
RECOGNITIONS & CELEBRATIONS	Michael Phenicie recognized Pam Giuliano for her many years of service and her commitment to the students of Colusa Unified School District. Ms. Giuliano has produced Egling’s annual literary magazine <i>Hawk’s Eye</i> for many years. Jody Johnston stated that Ms. Giuliano has volunteered to come back as a guest speaker / instructor, and that the Egling Middle School staff is working on continuing the spirit of the Hawk’s Eye.
PRESIDENT’S REPORT	<p>CRAF – None. FOM – None. FOA – None. SELPA – None. DELAC – None.</p> <p>Monthly Activities Report – Melissa Ortiz reported that she is working with a graphic designer to create an infographic of our Local Control Accountability Plan (LCAP). Kathie Whitesell visited the summer school program and really enjoyed seeing the gardening that was in progress.</p>

	<p>Mr. Newman provided information to the board about a current Junior at Colusa High School who is currently working on getting approval to work with service animals as her senior project. The district and the student are working together to ensure the proper insurances are in place.</p> <p>Mr. Newman recently met with North State Solar and obtained information on their services. Future meetings will be taking place and Requests for Qualifications (RFQ) will occur if it appears that a Power Purchase Agreement would benefit the District.</p> <p>A new program is being implemented through the Colusa County Office of Education (CCOE) to serve Special Education students with severe behavior issues. They hope to expand services to students with severe autism at some point during this school year. The program called Coastal Buttes Academy will be located at the Education Village in Williams, CA.</p>
<p>SUPERINTENDENT'S REPORT IMPROVING ACHIEVEMENT</p>	<p>Improving Achievement</p> <ul style="list-style-type: none"> • Discussion of Preliminary Smarter Balanced Assessments – Mr. Newman presented information on the California Assessment of Student Performance & Progress (CAASPP). A comparison of results for various years and demographics occurred. Three years of data indicate the district is making progress overall, and closing achievement gaps. • Budget Discussion – A review of the Multi-Year Projection Summary occurred.
<p>ACTION ITEM #171802</p>	<p>Motion was made by Kelli Griffith-Garcia, seconded by Michael Phenicie to approve the 2017-18 Board Meeting Dates & Times.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Nay</p> <p>Vote: (4 Ayes, 1 Nay)</p>
<p>ACTION ITEM #171803</p>	<p>Motion was made by Kelli Griffith-Garcia, seconded by Michael Phenicie to approve the Warrants: Batch #48-50 (2016-17)</p> <p>Whitesell – Abstain Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (1 Abstain, 4 Ayes)</p>

ACTION ITEM #171804	<p>Motion was made by Kelli Griffith-Garcia, seconded by Michael Phenicie to approve the Warrants: Batch #1-4 (2017-18)</p> <p>Whitesell – Abstain Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (1 Abstain, 4 Ayes)</p>
ACTION ITEM #171805	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve the Notice of Intent for Provisional Internship Permit.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171806	<p>Motion was made by Charles Yerxa, seconded by Kelli Griffith-Garcia, to approve the Notice of Intent for Variable Term Waiver.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
DISCUSSION ONLY	<p>Discussion regarding the need for additional district office staffing occurred. Mr. Newman and Ms. Parker provided a written history of staffing and how various job responsibilities are shared by existing staff in the District Office. Ms. Parker assumed many of the job responsibilities of a position that was vacated in 2010 during the Great Recession. The position was never filled, even during the economic recovery. Administrative responsibilities related to Human Resources and Accounting continue to increase. The board expressed concerns relating to the current budget and the possibility of negative perception among the other district employees if another support position were to be added when finances district – wide are very tight. The board requested a draft job description of the proposed position to continue the discussion at the September meeting.</p>
ACTION ITEM #171807	<p>Motion was made by Michael Phenicie, seconded by Melissa Ortiz to approve Fire Alarm Inspections & Testing for an amount not to exceed \$15,000.</p>

	<p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171808	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 0460 – Local Control & Accountability Plan</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171809	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 3260 & AR 3260 – Fees & Charges.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171810	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt AR 4112.22 – Staff Teaching English Learners.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171811	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt E 4112.9, 4212.9, 4312.9 – Employee Notifications.</p> <p>Whitesell – Aye Griffith-Garcia – Aye</p>

	<p>Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171812	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt AR 4161.1, 4361.1 – Personal Illness/Injury Leave (Certificated).</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171813	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt AR 4261.1 – Personal Illness/Injury Leave (Classified).</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171814	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 5111 – Admission.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171815	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 5111.1 – District Residency.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p>

	Vote: (Unanimous)
ACTION ITEM #171816	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 5113 & AR 5113 – Absences & Excuses.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171817	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt BP 5141.52 & AR 5141.52 – Suicide Prevention.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171818	<p>Motion was made by Kelli Griffith-Garcia, seconded by Melissa Ortiz to approve & adopt E 5145.6 – Parental Notifications.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>

ACTION ITEM #171819	<p>Agenda item G.8.1. for BP 5148.2 & AR 5148.2 – Before & After School Programs. Motion was made by Kelli Griffith-Garcia, seconded by Michael Phenicie to table this item for a future meeting. Mr. Newman will put together a proposal detailing various options to make the After School Program a paid program.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171820	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6111 – School Calendar.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171821	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6142.2 & AR 6142.2 – World/Foreign Language Instruction.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171822	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6144 – Controversial Issues.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>

ACTION ITEM #171823	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6174 & AR 6174 – Education for English Learners.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171824	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6176 – Weekend/Saturday Classes.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171825	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve and adopt BP 1312.3 & AR 1312.3 – Uniform Complaint Procedures to reflect Option 1 and amend the AR as follows: Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section “Final Written Decision” below, within 60 calendar days of the district’s receipt of the complaint. (5 CCR 4631).</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171826	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 1340 – Access to District Records.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>

ACTION ITEM #171827	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 2121 – Superintendent’s Contract.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171828	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 3551 & AR 3551 – Food Service Operations/Cafeteria Fund.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171829	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt AR 3580 – District Records.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171830	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 4127, 4227, 4327 & AR 4127, 4227, 4327 – Temporary Athletic Team Coaches.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171831	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 4312.1 – Administrative & Supervisory Personnel.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye</p>

	<p>Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171832	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt AR 5145.3 – Nondiscrimination/Harassment.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171833	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6142.93 – Science Instruction.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171834	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6145 – Extracurricular & Cocurricular Activities.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171835	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6145.2 & AR 6145.2 – Athletic Competition.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171836	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 6178.1 & AR 6178.1 – Work-Based Learning. Melissa Ortiz requested data on the effectiveness of this policy. Mr. Newman advised</p>

	<p>the board that Lori Tanner will attend the September meeting and provide a presentation regarding Work-Based Learning.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171837	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BP 7214 – General Obligation Bonds.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171838	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BB 9012 – Board Member Electronic Communications.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171839	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt the Colusa Unified Wellness Policy. Melissa Ortiz volunteered to be a part of the Wellness Policy Committee.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
ACTION ITEM #171840	<p>Motion was made by Michael Phenicie, seconded by Kelli Griffith-Garcia to approve & adopt BB 9320 – Meetings & Notices.</p> <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye</p>

	<p>Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
<p>ACTION ITEM #171841</p>	<p>Motion was made by Charles Yerxa, seconded by Michael Phenicie to approve the following consent agenda items :</p> <ol style="list-style-type: none"> 1. June 13, 2017 Regular Board Meeting Minutes 2. June 20, 2017 Special Board Meeting Minutes 3. Joint Sunshine Proposal for California School Employee Association & Colusa Unified School District 4. Joint Sunshine Proposal for California Educators Association & Colusa Unified School District 5. General Fund 01 Budget Revision 6. Cafeteria Fund 13 Budget Revision 7. Bond Fund 21 Budget Revision 8. 2016-17 Administrative Salary Schedule 9. Personnel Assignment Order 10. Jun/July Payroll 11. Memorandum of Understanding with Colusa County Office of Education – Career Technical Education Support 12. Memorandum of Understanding with Sutter County Office of Education – Tri County ROP. 13. Surplus Form(s) – Nutrition Services Equipment 14. California School Board Association Renewal (\$4,630) 15. School Loop Renewal (\$3,816.50) 16. Chico Roofing – CHS Phase I Change Order (\$15,528) 17. Chico Roofing – CHS Phase II (\$149,950) 18. D&S Asphalt – District Office Parking Lot (\$400) 19. Dickson Mechanical – CHS Kitchen HVAC (\$7,500) 20. Savage Plumbing – CHS Coach’s Restroom (\$8,500) 21. Wike Restoration – CHS Girls Locker Room (\$1,942.50) 22. H&R Painting – CHS Cafeteria (\$4,400) 23. Precision Cutting – EMS Sidewalk Trip Hazards (\$1,500) <p>Whitesell – Aye Griffith-Garcia – Aye Ortiz - Aye Phenicie – Aye Yerxa – Aye</p> <p>Vote: (Unanimous)</p>
<p>HEARING OF THE PUBLIC FOR MATTERS ON THE CLOSED SESSION AGENDA</p>	<p>None.</p>
	<p>The board adjourned to closed session at 7:35 PM to consider and/or take action upon the following items:</p>

		<p>1. Negotiations Pursuant to Government Code 54957.6 <u>Agency Representatives:</u> Dwayne Newman, Superintendent; Sheryl Parker, Chief Business Official</p> <p><u>Employee Organizations:</u> California Teachers Association, California State Employees Association, and Unrepresented Employees</p> <p>Instructions to District Negotiators (<i>Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives</i>)</p>
		<p>The board reconvened from Closed Session at 8:08 PM.</p>
<p>ADJOURNMENT</p>		<p>The meeting was adjourned at 8:10 PM.</p>

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

Payroll totals for the month of: AUGUST 2017

Issued 8/10/2017: (SUP) \$ 24,509.02
Issued 8/31/2017: (EOM) \$ 761,759.18
Monthly total \$ 786,268.20

Total getting paid: 23
Total getting paid: 176

Colusa Unified School District
 Personnel Assignment Order
 September 12, 2017

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
Gemma Velazquez	TK-8 Counselor	Prob I	\$60,981	9/6/2017

Retirement:

Resignation:

Leaves:

Terminated:

Non-Reelection:

Transfers:

(Requests approved by Superintendent)

CLASSIFIED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Nicholas Schantz	MOT Sub	\$14.56	7/14/2017
Allison Hill	CAFÉ Sub	\$11.98	8/1/2017
Ricky Zaragoza	EMS Yard Duty	\$10.50	8/14/2017
Evangelina Martinez	MOT Sub	\$14.56	8/14/2017

Retirement:

Resignation:

<u>Name</u>	<u>Position</u>	<u>Wage</u>	<u>Date</u>
Emily Mayberry	EMS Yard Duty	\$10.50	8/1/2017
Staci Bagley	BPS ASES Paraeducator	\$14.56	8/13/2017
Julissa Ayala	EMS ASES Paraeducator	\$13.87	8/14/2017
Gumercindo Salazar	Maintenance Technician/Bus Driver	\$20.49	9/01/2017

Leaves:

Increase of Hours:

Job transfer:

Terminated:

COLUSA UNIFIED SCHOOL DISTRICT

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

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

DWAYNE NEWMAN
 DISTRICT SUPERINTENDENT



2017-2018 Annual Credentialing Report

Contained herein is the credentialing/certificated staffing assignment report. The district shall obtain a teacher consent form for the assignments permitted under the California Education Code cited below.

The following assignments are allowed under Education Code §44263 allowing the holder of a teaching credential who has completed eighteen semester units of course work, or nine semester units of upper division or graduate course work, in the subject to be taught.

Name	School	Credential Held	Assignment
Megan Zwald	CHS	Single Subject: Physical Education	Math 1
Ashley Bolstad	EMS	Multiple Subject with Intro Math Authorization	Social Studies
Daniel Kalisuch	EMS	Single Subject with Intro Math Authorization & Business	Physical Education

The following assignments are allowed under Education Code §44865 (a) and (f) allowing staffing options for specific programs.

Name	School	Credential Held	Assignment
Lucille Imhoff	CHS-Hm Schl	Single Subject: Business (Life)	Home Teacher
Roberta James	CHS-Hm Schl	Elementary Multiple Subjects (Life)	Home Teacher
David Ramirez	CHS-Hm Schl	Single Subject: Foreign Language; Spanish	Home Teacher
David Ramirez	CHS-ALT	Single Subject: Foreign Language; Spanish	English
David Ramirez	CHS-ALT	Single Subject: Foreign Language; Spanish	Support

The following assignments are allowed under Education Code Title 5 §80005 (b) allowing staffing for elective classes for which there isn't an authorization listed on the credential.

Name	School	Credential Held	Assignment
Vernon Badaluco	CHS	Preliminary Career Technical Education Teaching Credential: Business & Finance	Support
Vernon Badaluco	CHS	Preliminary Career Technical Education Teaching Credential: Business & Finance	ASB Student Council
Vernon Badaluco	CHS	Preliminary Career Technical Education Teaching Credential: Business & Finance	Intro Leadership
Rebecca Changus	CHS	Single Subject: English	Intro to Careers

Eric Lay	CHS	Single Subject: Physical Education	Support
Tina Lyons	CHS	Single Subject- Physical Education	Intro to Health & Nutrition
Megan Zwald	CHS	Single Subject: Physical Education	Support
Jennifer Alaniz	EMS	Single Subject: English	Leadership
Robert Scott	EMS	Single Subject: Biological Science	Study Skills
Robert Scott	EMS	Single Subject: Biological Science	Outdoor Education
Ashley Bolstad	EMS	Multiple Subject with Intro Math Authorization	Computer Program
Stephanie Archibald	EMS	Single Subject: Foundational Science	Study Skills
Stephanie Archibald	EMS	Single Subject: Foundational Science	ELD Support
Daniel Kalisuch	EMS	Single Subject with Intro Math Authorization & Business	Tessellation Arts
Kimberly Turner	EMS	Single Subject: English	Study Skills
Kimberly Turner	EMS	Single Subject: English	Academic Support
Mary Colligan	EMS	Single Subject: Music	Study Skills

The following assignments are allowed under Education Code T5 §80027 which issues a Limited Assignment Single Subject Teaching Permit based on a bachelor's degree.

Name	School	Credential Held	Assignment
Jim Imhoff	BPS	Limited Assignment Single Subject Teaching Permit: Physical Education	Physical Education
Scott Stephens	CHS	Limited Assignment Single Subject Teaching Permit: Introductory Science and Agriculture	Science: Physics

The following assignments are allowed under Education Code T5 §80021.1 which allows for a Single Subject Provisional Internship Permit to any individual who has met specific requirements.

Name	School	Credential Held	Assignment
Chris Bailey	EMS	Temporary County Certificate: Provisional Internship Permit	Mathematics

The following are permits that are either granted or pending California Commission on Teacher Credentialing approval.

Name	School	Credential Held	Assignment
Jennifer Jelavich	BPS	Temporary County Certificate: Crosscultural, Language and Academic Development Permit	1st Grade
Nikole Burg	CHS	Temporary County Certificate: Crosscultural, Language and Academic Development Permit	Business
Chloe MacCullough	BPS	Crosscultural, Language and Academic Development Permit	Choir
Vernon Badaluco	CHS	Pending: Waiver Certificate of Completion of Staff Development	Business
Lacey Brown	EMS	Intern: Multiple Subject Teaching Credential	6th Grade

COLUSA UNIFIED SCHOOL DISTRICT

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MR. MICHAEL PHENICIE

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DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



Kaylee Zwald	EMS	Pending Internship: Multiple Subject Teaching Credential	5th Grade
Pam Kalisuch	EMS	Pending Internship: Multiple Subject Teaching Credential	4th Grade
Jean Summerville	CHS	Pending Internship: Single Subject-Art	Art

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DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



2017-2018 Annual Stipend List

Colusa High School

Stipend Description

Stipend Description	Name	Stipend
Football Varsity Head	Ron Calcagno	\$3,269
Football Varsity Asst.	Matt Jessee	\$2,570
Football Varsity Asst.	Mike Badaluco	\$2,570
Football Jv Head	Elden Tamez	\$2,570
Football Jv Asst.	Jim Saso	\$2,104
Football Jv Asst.	Scott Stephens	\$2,104
Tennis Girls	Jim Imhoff	\$2,805
Cross Country Track	Matt Giffin	\$1,403
Cross Country Track	Darren Townzen	\$1,403
Volleyball Varsity Head	Tina Lyons	\$2,981
Volleyball Jv Head	Kim Roper	\$2,335
Cheerleader Advisor Football	Leslie Pingrey	\$2,105
Assistant Cheer Advisor	Tana Loudon	\$1,000
Basketball Boys Jv Head	Brennan Farrell	\$2,335
Basketball Jv Girls Head	Manuel Cano	\$2,335
Soccer Girls	Laura Cervantes	\$2,805
Basketball Boys Varsity Head	Brian Davis	\$3,040
Basketball Girls Varsity Head	Darren Townzen	\$3,040
Track Varsity Head	Gumercindo Salazar	\$3,040
Track Varsity Asst.	Jeremy Miller	\$2,335
Baseball Varsity Head	Eric Lay	\$3,040
Baseball Jv Head	Matt Jessee	\$2,335
Softball Varsity Head	Jamie Lay	\$3,040
Softball Jv Head	Tina Lyons	\$2,335
Tennis Boys	Daniel Kalisuch	\$2,805
Golf	Arnie Gross	\$2,805
Soccer Boys	Dan Kiely	\$2,805
Wrestling Coach	None	\$2,570
Lead 12Th Grade Advisor	unknown	\$745
Yearbook	Samantha Brooks	\$1,869
Cluster Leader	Jennifer Corriea	\$446
Cluster Leader	Kim Olson	\$446
Cluster Leader	Heather Thomas	\$446
Cluster Leader	Matt Giffin	\$446
Cluster Leader	Eric Lay	\$446
Activity Director (1 Release Period)	Sonny Badaluco	\$1,910
Music Director	Mary Colligan	\$2,101
Drama Director	Mitchell Nail	\$1,167

FBLA Director	Nikole Burg	\$2,101
ESA Stipend 1	John Wirt	\$2,504
ESA Stipend 2	Kim Olson	\$2,504
ESA Stipend 3	Joe Williamson	\$2,504
ESA Stipend 4	Matt Giffin	\$2,504
ESA Stipend 5	Mitchell Nail	\$2,504
ESA Stipend 6	Darren Townzen	\$2,504
TCIP Mentor (M Zwald YR1)	Eric Lay	\$2,000
TCIP Mentor (J Wirt YR2)	Kim Olson	\$2,000
TCIP Mentor (V Badaluco YR2)	Matt Giffin	\$2,000
TCIP Mentor (S Brooks YR1)	Stephanie Stever	\$2,000
TCIP Mentor (N Burg Yr1)	Sue Barrett	\$2,000
Intern Mentor (J Summerville)	Heather Thomas	\$2,000
Teacher Tech Traininer	Mitchell Nail	\$2,000
Athletic Director (1 Release Period + 2 days)	Eric Lay	\$4,718

Egling Middle School

Stipend Description	Name	Stipend
Interscholastic Volleyball 7Th	Jenny Lay	\$1,701
Interscholastic Volleyball 8Th	Rebecca Changus	\$1,701
Intramural Boys Basketball 7Th	Daniel Kalisuch	\$558
Intramural Boys Basketball 8Th	Daniel Kalisuch	\$558
Interscholastic Girls Basketball 7Th	Megan Zwald	\$1,701
Interscholastic Girls Basketball 8Th	Megan Zwald	\$1,701
Interscholastic Boys Soccer 7/8Th	Armando Garcia	\$1,701
Interscholastic Boys Basketball 7Th	Ron Bruggman	\$1,701
Interscholastic Boys Basketball 8Th	Jack DeWit	\$1,701
Interscholastic Girls Soccer 7/8Th	Miriam Martinez	\$1,701
Intramural Girls Basketball 7/8	None	\$558
Interscholastic Boys Football 7Th	None	\$1,701
Interscholastic Boys Football 8Th	None	\$1,701
Cluster Leader	None	\$1,488
Athletic Director	Stephanie Archibald	\$1,701
Activity Director	Jennifer Alaniz	\$1,701
Yearbook Advisor	Jennifer Alaniz	\$1,273
Music Director	Chloe MacCullough	\$1,909
Gate Coordinator Site Funded	NA	\$1,782
Shady Creek Advisor	Krystyna Frank	\$300
Shady Creek Advisor	Jennifer Porter	\$300
Shady Creek Advisor	Lacey Brown	\$300
Shady Creek Advisor	Patricia Farrell	\$300
Shady Creek Teacher	Krystyna Frank	\$667
Shady Creek Teacher	Jennifer Porter	\$667
Shady Creek Teacher	Lacey Brown	\$667
Shady Creek Teacher	Patricia Farrell	\$667
TCIP Mentor (K Zwald YR1)	Lara Kelleher	\$2,000
TCIP Mentor (P Farrell YR1)	Lara Kelleher	\$2,000
Intern Mentor (P Kalisuch YR1)	Melissa Slocum	\$2,000
Intern Mentor (L Brown YR1)	Krystyna Frank	\$2,000
PIP Mentor (C Bailey YR1)	Stephanie Archibald	\$2,000
Teacher Tech Traininer	Stephanie Archibald	\$2,000

COLUSA UNIFIED SCHOOL DISTRICT

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DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



Burchfied Primary School

Stipend Description

Stipend Description	Name	Stipend
Music Coordinator	Trish Haugh	\$849
Language Arts Committee: Gr K	Cristina Rodriguez	\$744
Language Arts Committee: Gr 1	Jennifer Barbee	\$744
Language Arts Committee: Gr 2	Sheraya Harmon	\$744
Language Arts Committee: Gr 3	Heather Hamilton	\$744
Illuminate Committee: Gr K	Karen Benning	\$744
Illuminate Committee: Gr 1	Mallory Alves	\$744
Illuminate Committee: Gr 2	Catherine Fredrickson	\$744
Illuminate Committee: Gr 3	Ashley Martinez	\$744
TCIP Mentor (C MacCullough YR2)	Jennifer Barbee	\$2,000
TCIP Mentor (C Fredrickson YR1)	Trish Haugh	\$2,000
Teacher Tech Traininer	Ashley Martinez	\$2,000

2016-17 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Actual Expenditures through: June 30, 2017
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,968,643.20
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,968,643.20
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	1,968,643.20
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,968,643.20
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2016-17 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Sep 12, 2017

To the Superintendent of Public Instruction:

2016-17 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

For School District:

Gail Osborne
Name
Assistant Superintendent Business Services
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Unaudited Actuals
FINANCIAL REPORTS
2016-17 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	59.27%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit	\$5,811,958.70
	Appropriations Subject to Limit	\$5,811,958.70
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2018-19, subject to CDE approval.	8.56%
NCMOE	No Child Left Behind (NCLB) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2018-19 apportionment may be reduced by the lesser of the following two percentages: MOE Deficiency Percentage - Based on Total Expenditures MOE Deficiency Percentage - Based on Expenditures Per ADA	MOE Met

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	13,101,674.63	0.00	13,101,674.63	13,422,519.00	0.00	13,422,519.00	2.4%
2) Federal Revenue		8100-8299	12,742.00	406,060.00	418,802.00	10,000.00	349,281.00	359,281.00	-14.2%
3) Other State Revenue		8300-8599	570,987.08	970,225.76	1,541,212.84	479,620.00	1,355,148.00	1,834,768.00	19.0%
4) Other Local Revenue		8600-8799	623,062.86	17,537.54	640,600.40	202,592.00	5,000.00	207,592.00	-67.6%
5) TOTAL, REVENUES			14,308,466.57	1,393,823.30	15,702,289.87	14,114,731.00	1,709,429.00	15,824,160.00	0.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	6,058,895.95	305,199.85	6,364,095.80	6,140,011.00	192,044.00	6,332,055.00	-0.5%
2) Classified Salaries		2000-2999	1,671,550.55	458,277.27	2,129,827.82	1,772,119.00	507,656.00	2,279,775.00	7.0%
3) Employee Benefits		3000-3999	2,630,512.01	598,735.12	3,229,247.13	2,855,773.00	639,762.00	3,495,535.00	8.2%
4) Books and Supplies		4000-4999	609,416.36	181,063.42	790,479.78	691,951.00	106,471.00	798,422.00	1.0%
5) Services and Other Operating Expenditures		5000-5999	1,052,455.24	357,198.51	1,409,653.75	1,097,055.00	378,366.00	1,475,421.00	4.7%
6) Capital Outlay		6000-6999	214,839.51	421,862.54	636,702.05	150,000.00	564,461.00	714,461.00	12.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	55,044.66	951,479.31	1,006,523.97	75,045.00	999,201.00	1,074,246.00	6.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(64,979.01)	43,711.01	(21,268.00)	(48,068.00)	28,068.00	(20,000.00)	-6.0%
9) TOTAL, EXPENDITURES			12,227,735.27	3,317,527.03	15,545,262.30	12,733,886.00	3,416,029.00	16,149,915.00	3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,080,731.30	(1,923,703.73)	157,027.57	1,380,845.00	(1,706,600.00)	(325,755.00)	-307.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	17,413.30	0.00	17,413.30	20,000.00	0.00	20,000.00	14.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,584,690.13)	1,584,690.13	0.00	(1,604,600.00)	1,604,600.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,602,103.43)	1,584,690.13	(17,413.30)	(1,624,600.00)	1,604,600.00	(20,000.00)	14.9%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			478,627.87	(339,013.60)	139,614.27	(243,755.00)	(102,000.00)	(345,755.00)	-347.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
2) Ending Balance, June 30 (E + F1e)			1,725,943.82	102,000.40	1,827,944.22	1,482,188.82	0.40	1,482,189.22	-18.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,350.00	0.00	30,350.00	30,350.00	0.00	30,350.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	35,740.05	0.00	35,740.05	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	102,000.40	102,000.40	0.00	0.40	0.40	-100.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	1,192,972.77	0.00	1,192,972.77	966,740.82	0.00	966,740.82	-19.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	466,881.00	0.00	466,881.00	485,098.00	0.00	485,098.00	3.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	1,880,295.53	504,575.63	2,384,871.16				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	30,350.00	0.00	30,350.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	1,949.26	0.00	1,949.26				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	169,869.16	146,471.94	316,341.10				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	69,213.70	0.00	69,213.70				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	35,740.05	0.00	35,740.05				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			2,187,417.70	651,047.57	2,838,465.27				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	461,473.88	120,104.17	581,578.05				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	428,943.00	428,943.00				
6) TOTAL, LIABILITIES			461,473.88	549,047.17	1,010,521.05				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(must agree with line F2) (G9 + H2) - (I6 + J2)			1,725,943.82	102,000.40	1,827,944.22				

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	7,719,616.20	0.00	7,719,616.20	7,922,519.00	0.00	7,922,519.00	2.6%
Education Protection Account State Aid - Current Year		8012	1,952,562.20	0.00	1,952,562.20	2,000,000.00	0.00	2,000,000.00	2.4%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	23,738.38	0.00	23,738.38	0.00	0.00	0.00	-100.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	1,493.38	0.00	1,493.38	0.00	0.00	0.00	-100.0%
County & District Taxes Secured Roll Taxes		8041	3,117,129.76	0.00	3,117,129.76	3,500,000.00	0.00	3,500,000.00	12.3%
Unsecured Roll Taxes		8042	289,324.99	0.00	289,324.99	0.00	0.00	0.00	-100.0%
Prior Years' Taxes		8043	2,862.69	0.00	2,862.69	0.00	0.00	0.00	-100.0%
Supplemental Taxes		8044	7,323.49	0.00	7,323.49	0.00	0.00	0.00	-100.0%
Education Revenue Augmentation Fund (ERAF)		8045	(12,376.46)	0.00	(12,376.46)	0.00	0.00	0.00	-100.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			13,101,674.63	0.00	13,101,674.63	13,422,519.00	0.00	13,422,519.00	2.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			13,101,674.63	0.00	13,101,674.63	13,422,519.00	0.00	13,422,519.00	2.4%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		252,037.00	252,037.00		255,333.00	255,333.00	1.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290		80,184.00	80,184.00		40,292.00	40,292.00	-49.8%
Title III, Part A, Immigrant Education Program	4201	8290		1,925.00	1,925.00		0.00	0.00	-100.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

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Title III, Part A, English Learner Program	4203	8290		61,309.00	61,309.00		44,818.00	44,818.00	-26.9%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 5510	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		10,605.00	10,605.00		8,838.00	8,838.00	-16.7%
All Other Federal Revenue	All Other	8290	12,742.00	0.00	12,742.00	10,000.00	0.00	10,000.00	-21.5%
TOTAL, FEDERAL REVENUE			12,742.00	406,060.00	418,802.00	10,000.00	349,281.00	359,281.00	-14.2%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	351,627.00	0.00	351,627.00	55,000.00	0.00	55,000.00	-84.4%
Lottery - Unrestricted and Instructional Materials		8560	217,080.08	73,534.76	290,614.84	213,120.00	76,880.00	290,000.00	-0.2%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		250,200.00	250,200.00		250,200.00	250,200.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		115,897.00	115,897.00		110,000.00	110,000.00	-5.1%
Career Technical Education Incentive									

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Grant Program	6387	8590		0.00	0.00		411,668.00	411,668.00	New
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,280.00	530,594.00	532,874.00	211,500.00	506,400.00	717,900.00	34.7%
TOTAL, OTHER STATE REVENUE			570,987.08	970,225.76	1,541,212.84	479,620.00	1,355,148.00	1,834,768.00	19.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	6,940.00	0.00	6,940.00	9,000.00	0.00	9,000.00	29.7%
Interest		8660	3,606.62	0.00	3,606.62	5,000.00	0.00	5,000.00	38.6%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	184,717.91	17,537.54	202,255.45	28,592.00	5,000.00	33,592.00	-83.4%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	427,798.33	0.00	427,798.33	160,000.00	0.00	160,000.00	-62.6%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			623,062.86	17,537.54	640,600.40	202,592.00	5,000.00	207,592.00	-67.6%
TOTAL, REVENUES			14,308,466.57	1,393,823.30	15,702,289.87	14,114,731.00	1,709,429.00	15,824,160.00	0.8%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,125,637.61	305,199.85	5,430,837.46	5,260,101.00	192,044.00	5,452,145.00	0.4%
Certificated Pupil Support Salaries		1200	235,775.20	0.00	235,775.20	191,565.00	0.00	191,565.00	-18.8%
Certificated Supervisors' and Administrators' Salaries		1300	697,483.14	0.00	697,483.14	665,345.00	0.00	665,345.00	-4.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	23,000.00	0.00	23,000.00	New
TOTAL, CERTIFICATED SALARIES			6,058,895.95	305,199.85	6,364,095.80	6,140,011.00	192,044.00	6,332,055.00	-0.5%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	191,767.69	227,080.60	418,848.29	221,156.00	239,725.00	460,881.00	10.0%
Classified Support Salaries		2200	624,271.55	113,771.28	738,042.83	662,103.00	148,197.00	810,300.00	9.8%
Classified Supervisors' and Administrators' Salaries		2300	211,354.56	117,425.39	328,779.95	209,303.00	119,734.00	329,037.00	0.1%
Clerical, Technical and Office Salaries		2400	502,837.82	0.00	502,837.82	508,595.00	0.00	508,595.00	1.1%
Other Classified Salaries		2900	141,318.93	0.00	141,318.93	170,962.00	0.00	170,962.00	21.0%
TOTAL, CLASSIFIED SALARIES			1,671,550.55	458,277.27	2,129,827.82	1,772,119.00	507,656.00	2,279,775.00	7.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	751,126.76	416,913.25	1,168,040.01	896,670.00	427,712.00	1,324,382.00	13.4%
PERS		3201-3202	193,072.57	53,370.11	246,442.68	225,951.00	80,209.00	306,160.00	24.2%
OASDI/Medicare/Alternative		3301-3302	198,450.61	37,479.39	235,930.00	225,635.00	41,621.00	267,256.00	13.3%
Health and Welfare Benefits		3401-3402	1,166,322.28	74,001.86	1,240,324.14	1,229,723.00	74,476.00	1,304,199.00	5.1%
Unemployment Insurance		3501-3502	3,876.71	376.09	4,252.80	3,912.00	350.00	4,262.00	0.2%
Workers' Compensation		3601-3602	170,516.01	16,594.42	187,110.43	172,846.00	15,394.00	188,240.00	0.6%
OPEB, Allocated		3701-3702	147,147.07	0.00	147,147.07	101,036.00	0.00	101,036.00	-31.3%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,630,512.01	598,735.12	3,229,247.13	2,855,773.00	639,762.00	3,495,535.00	8.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	93,735.88	74,184.29	167,920.17	175,640.00	0.00	175,640.00	4.6%
Books and Other Reference Materials		4200	0.00	0.00	0.00	1,000.00	0.00	1,000.00	New
Materials and Supplies		4300	446,813.81	99,505.66	546,319.47	507,011.00	106,471.00	613,482.00	12.3%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

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Noncapitalized Equipment		4400	68,866.67	7,373.47	76,240.14	8,300.00	0.00	8,300.00	-89.1%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			609,416.36	181,063.42	790,479.78	691,951.00	106,471.00	798,422.00	1.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	16,268.42	49,125.34	65,393.76	27,971.00	17,527.00	45,498.00	-30.4%
Dues and Memberships		5300	7,091.61	0.00	7,091.61	12,311.00	0.00	12,311.00	73.6%
Insurance		5400 - 5450	146,508.90	0.00	146,508.90	163,827.00	0.00	163,827.00	11.8%
Operations and Housekeeping Services		5500	439,959.30	0.00	439,959.30	436,000.00	0.00	436,000.00	-0.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	103,038.96	151,720.96	254,759.92	106,765.00	96,355.00	203,120.00	-20.3%
Transfers of Direct Costs		5710	(97,992.75)	97,992.75	0.00	(127,172.00)	127,172.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(44,148.23)	0.00	(44,148.23)	(45,000.00)	0.00	(45,000.00)	1.9%
Professional/Consulting Services and Operating Expenditures		5800	319,338.25	58,359.46	377,697.71	349,353.00	136,475.00	485,828.00	28.6%
Communications		5900	162,390.78	0.00	162,390.78	173,000.00	837.00	173,837.00	7.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,052,455.24	357,198.51	1,409,653.75	1,097,055.00	378,366.00	1,475,421.00	4.7%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

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CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	66,287.00	416,462.54	482,749.54	0.00	564,461.00	564,461.00	16.9%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	6,578.75	5,400.00	11,978.75	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	141,973.76	0.00	141,973.76	150,000.00	0.00	150,000.00	5.7%
TOTAL, CAPITAL OUTLAY			214,839.51	421,862.54	636,702.05	150,000.00	564,461.00	714,461.00	12.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	951,479.31	951,479.31	20,000.00	999,201.00	1,019,201.00	7.1%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	5,241.48	0.00	5,241.48	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	49,803.18	0.00	49,803.18	55,045.00	0.00	55,045.00	10.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			55,044.66	951,479.31	1,006,523.97	75,045.00	999,201.00	1,074,246.00	6.7%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(43,711.01)	43,711.01	0.00	(28,068.00)	28,068.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(21,268.00)	0.00	(21,268.00)	(20,000.00)	0.00	(20,000.00)	-6.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(64,979.01)	43,711.01	(21,268.00)	(48,068.00)	28,068.00	(20,000.00)	-6.0%
TOTAL, EXPENDITURES			12,227,735.27	3,317,527.03	15,545,262.30	12,733,886.00	3,416,029.00	16,149,915.00	3.9%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	17,413.30	0.00	17,413.30	20,000.00	0.00	20,000.00	14.9%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			17,413.30	0.00	17,413.30	20,000.00	0.00	20,000.00	14.9%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,584,690.13)	1,584,690.13	0.00	(1,604,600.00)	1,604,600.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,584,690.13)	1,584,690.13	0.00	(1,604,600.00)	1,604,600.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,602,103.43)	1,584,690.13	(17,413.30)	(1,624,600.00)	1,604,600.00	(20,000.00)	14.9%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	13,101,674.63	0.00	13,101,674.63	13,422,519.00	0.00	13,422,519.00	2.4%
2) Federal Revenue		8100-8299	12,742.00	406,060.00	418,802.00	10,000.00	349,281.00	359,281.00	-14.2%
3) Other State Revenue		8300-8599	570,987.08	970,225.76	1,541,212.84	479,620.00	1,355,148.00	1,834,768.00	19.0%
4) Other Local Revenue		8600-8799	623,062.86	17,537.54	640,600.40	202,592.00	5,000.00	207,592.00	-67.6%
5) TOTAL, REVENUES			14,308,466.57	1,393,823.30	15,702,289.87	14,114,731.00	1,709,429.00	15,824,160.00	0.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		7,630,769.02	1,322,698.71	8,953,467.73	7,990,904.00	1,237,848.00	9,228,752.00	3.1%
2) Instruction - Related Services	2000-2999		991,047.45	95,183.53	1,086,230.98	1,014,571.00	77,093.00	1,091,664.00	0.5%
3) Pupil Services	3000-3999		856,553.59	15,846.63	872,400.22	799,412.00	69,207.00	868,619.00	-0.4%
4) Ancillary Services	4000-4999		188,595.74	1,820.00	190,415.74	209,959.00	0.00	209,959.00	10.3%
5) Community Services	5000-5999		2,416.25	0.00	2,416.25	2,200.00	0.00	2,200.00	-8.9%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,141,499.07	50,519.01	1,192,018.08	1,388,933.00	28,068.00	1,417,001.00	18.9%
8) Plant Services	8000-8999		1,361,809.49	879,979.84	2,241,789.33	1,252,862.00	1,004,612.00	2,257,474.00	0.7%
9) Other Outgo	9000-9999	Except 7600-7699	55,044.66	951,479.31	1,006,523.97	75,045.00	999,201.00	1,074,246.00	6.7%
10) TOTAL, EXPENDITURES			12,227,735.27	3,317,527.03	15,545,262.30	12,733,886.00	3,416,029.00	16,149,915.00	3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,080,731.30	(1,923,703.73)	157,027.57	1,380,845.00	(1,706,600.00)	(325,755.00)	-307.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	17,413.30	0.00	17,413.30	20,000.00	0.00	20,000.00	14.9%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,584,690.13)	1,584,690.13	0.00	(1,604,600.00)	1,604,600.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,602,103.43)	1,584,690.13	(17,413.30)	(1,624,600.00)	1,604,600.00	(20,000.00)	14.9%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Function

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			478,627.87	(339,013.60)	139,614.27	(243,755.00)	(102,000.00)	(345,755.00)	-347.7%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,247,315.95	441,014.00	1,688,329.95	1,725,943.82	102,000.40	1,827,944.22	8.3%
2) Ending Balance, June 30 (E + F1e)			1,725,943.82	102,000.40	1,827,944.22	1,482,188.82	0.40	1,482,189.22	-18.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,350.00	0.00	30,350.00	30,350.00	0.00	30,350.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	35,740.05	0.00	35,740.05	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	102,000.40	102,000.40	0.00	0.40	0.40	-100.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	1,192,972.77	0.00	1,192,972.77	966,740.82	0.00	966,740.82	-19.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	466,881.00	0.00	466,881.00	485,098.00	0.00	485,098.00	3.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2016-17 Unaudited Actuals	2017-18 Budget
6230	California Clean Energy Jobs Act	32,793.40	0.40
7338	College Readiness Block Grant	69,207.00	0.00
Total, Restricted Balance		102,000.40	0.40

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	657,072.88	630,000.00	-4.1%
3) Other State Revenue		8300-8599	46,402.07	73,000.00	57.3%
4) Other Local Revenue		8600-8799	118,731.89	190,100.00	60.1%
5) TOTAL, REVENUES			822,206.84	893,100.00	8.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	268,260.03	300,665.00	12.1%
3) Employee Benefits		3000-3999	100,313.29	114,501.00	14.1%
4) Books and Supplies		4000-4999	313,905.96	321,500.00	2.4%
5) Services and Other Operating Expenditures		5000-5999	56,729.62	54,000.00	-4.8%
6) Capital Outlay		6000-6999	0.00	150,000.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	21,268.00	20,000.00	-6.0%
9) TOTAL, EXPENDITURES			760,476.90	960,666.00	26.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			61,729.94	(67,566.00)	-209.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	17,413.30	20,000.00	14.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			17,413.30	20,000.00	14.9%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			79,143.24	(47,566.00)	-160.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	136,987.44	216,130.68	57.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			136,987.44	216,130.68	57.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			136,987.44	216,130.68	57.8%
2) Ending Balance, June 30 (E + F1e)			216,130.68	168,564.68	-22.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	16,711.67	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			199,419.01	168,564.68	-15.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	270,090.04		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	16,711.67		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			286,801.71		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	1,457.33		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	69,213.70		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			70,671.03		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			216,130.68		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	615,955.37	630,000.00	2.3%
Donated Food Commodities		8221	41,117.51	0.00	-100.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			657,072.88	630,000.00	-4.1%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	46,402.07	73,000.00	57.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			46,402.07	73,000.00	57.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	1,800.00	0.00	-100.0%
Food Service Sales		8634	116,276.02	190,000.00	63.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	655.87	100.00	-84.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			118,731.89	190,100.00	60.1%
TOTAL, REVENUES			822,206.84	893,100.00	8.6%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	188,926.79	222,258.00	17.6%
Classified Supervisors' and Administrators' Salaries		2300	79,333.24	78,407.00	-1.2%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			268,260.03	300,665.00	12.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	32,561.03	44,345.00	36.2%
OASDI/Medicare/Alternative		3301-3302	19,793.13	21,471.00	8.5%
Health and Welfare Benefits		3401-3402	41,799.12	42,370.00	1.4%
Unemployment Insurance		3501-3502	136.82	140.00	2.3%
Workers' Compensation		3601-3602	6,023.19	6,175.00	2.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			100,313.29	114,501.00	14.1%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	11,649.00	10,000.00	-14.2%
Noncapitalized Equipment		4400	26,316.42	1,500.00	-94.3%
Food		4700	275,940.54	310,000.00	12.3%
TOTAL, BOOKS AND SUPPLIES			313,905.96	321,500.00	2.4%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,679.03	1,000.00	-40.4%
Dues and Memberships		5300	250.00	1,000.00	300.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	7,951.86	6,000.00	-24.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	44,148.23	40,000.00	-9.4%
Professional/Consulting Services and Operating Expenditures		5800	2,700.50	6,000.00	122.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			56,729.62	54,000.00	-4.8%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	150,000.00	New
TOTAL, CAPITAL OUTLAY			0.00	150,000.00	New
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	21,268.00	20,000.00	-6.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			21,268.00	20,000.00	-6.0%
TOTAL EXPENDITURES			760,476.90	960,666.00	26.3%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	17,413.30	20,000.00	14.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			17,413.30	20,000.00	14.9%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			17,413.30	20,000.00	14.9%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	657,072.88	630,000.00	-4.1%
3) Other State Revenue		8300-8599	46,402.07	73,000.00	57.3%
4) Other Local Revenue		8600-8799	118,731.89	190,100.00	60.1%
5) TOTAL, REVENUES			822,206.84	893,100.00	8.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		695,060.67	900,666.00	29.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		21,268.00	20,000.00	-6.0%
8) Plant Services	8000-8999		44,148.23	40,000.00	-9.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			760,476.90	960,666.00	26.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			61,729.94	(67,566.00)	-209.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	17,413.30	20,000.00	14.9%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			17,413.30	20,000.00	14.9%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			79,143.24	(47,566.00)	-160.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	136,987.44	216,130.68	57.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			136,987.44	216,130.68	57.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			136,987.44	216,130.68	57.8%
2) Ending Balance, June 30 (E + F1e)			216,130.68	168,564.68	-22.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	16,711.67	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			199,419.01	168,564.68	-15.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2016-17 Unaudited Actuals	2017-18 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	199,419.01	168,564.68
Total, Restricted Balance		<u>199,419.01</u>	<u>168,564.68</u>

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(5,464.18)	10,000.00	-283.0%
5) TOTAL REVENUES			(5,464.18)	10,000.00	-283.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	4,790.00	0.00	-100.0%
6) Capital Outlay		6000-6999	3,229,447.93	586,464.00	-81.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			3,234,237.93	586,464.00	-81.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,239,702.11)	(576,464.00)	-82.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,239,702.11)	(576,464.00)	-82.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,816,165.72	576,463.61	-84.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,816,165.72	576,463.61	-84.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,816,165.72	576,463.61	-84.9%
2) Ending Balance, June 30 (E + F1e)			576,463.61	(0.39)	-100.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	576,463.61	0.00	-100.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	(0.39)	New

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	739,043.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			739,043.74		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	162,580.13		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			162,580.13		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			576,463.61		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	(5,464.18)	10,000.00	-283.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			(5,464.18)	10,000.00	-283.0%
TOTAL, REVENUES			(5,464.18)	10,000.00	-283.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	4,790.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,790.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	3,229,447.93	586,464.00	-81.8%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,229,447.93	586,464.00	-81.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,234,237.93	586,464.00	-81.9%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	(5,464.18)	10,000.00	-283.0%
5) TOTAL, REVENUES			(5,464.18)	10,000.00	-283.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,234,237.93	586,464.00	-81.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,234,237.93	586,464.00	-81.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,239,702.11)	(576,464.00)	-82.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,239,702.11)	(576,464.00)	-82.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,816,165.72	576,463.61	-84.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,816,165.72	576,463.61	-84.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,816,165.72	576,463.61	-84.9%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	576,463.61	0.00	-100.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	(0.39)	New

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	44,446.72	80,000.00	80.0%
5) TOTAL, REVENUES			44,446.72	80,000.00	80.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	822.39	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	5,022.00	8,000.00	59.3%
6) Capital Outlay		6000-6999	677,939.85	100,000.00	-85.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			683,784.24	108,000.00	-84.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(639,337.52)	(28,000.00)	-95.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(639,337.52)	(28,000.00)	-95.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	977,590.26	338,252.74	-65.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			977,590.26	338,252.74	-65.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			977,590.26	338,252.74	-65.4%
2) Ending Balance, June 30 (E + F1e)			338,252.74	310,252.74	-8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	338,252.74	310,252.74	-8.3%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	366,504.74		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	250.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			366,754.74		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	28,502.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			28,502.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			338,252.74		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	43.84	5,000.00	11305.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	44,402.88	75,000.00	68.9%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			44,446.72	80,000.00	80.0%
TOTAL, REVENUES			44,446.72	80,000.00	80.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	822.39	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			822.39	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	1,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	5,000.00	New
Professional/Consulting Services and Operating Expenditures		5800	5,022.00	2,000.00	-60.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,022.00	8,000.00	59.3%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	677,939.85	100,000.00	-85.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			677,939.85	100,000.00	-85.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			683,784.24	108,000.00	-84.2%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	44,446.72	80,000.00	80.0%
5) TOTAL, REVENUES			44,446.72	80,000.00	80.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		5,022.00	6,000.00	19.5%
8) Plant Services	8000-8999		678,762.24	102,000.00	-85.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			683,784.24	108,000.00	-84.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(639,337.52)	(28,000.00)	-95.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(639,337.52)	(28,000.00)	-95.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	977,590.26	338,252.74	-65.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			977,590.26	338,252.74	-65.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			977,590.26	338,252.74	-65.4%
2) Ending Balance, June 30 (E + F1e)			338,252.74	310,252.74	-8.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	338,252.74	310,252.74	-8.3%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2016-17 Unaudited Actuals</u>	<u>2017-18 Budget</u>
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,351.89	3,500.00	4.4%
4) Other Local Revenue		8600-8799	365,975.82	503,500.00	37.6%
5) TOTAL, REVENUES			369,327.71	507,000.00	37.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	213,250.00	410,000.00	92.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			213,250.00	410,000.00	92.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			156,077.71	97,000.00	-37.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			156,077.71	97,000.00	-37.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	227,161.72	383,239.43	68.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			227,161.72	383,239.43	68.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			227,161.72	383,239.43	68.7%
2) Ending Balance, June 30 (E + F1e)			383,239.43	480,239.43	25.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	383,239.43	480,239.43	25.3%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	383,239.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			383,239.43		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (must agree with line F2) (G9 + H2) - (I6 + J2)			383,239.43		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	3,241.74	3,000.00	-7.5%
Other Subventions/In-Lieu Taxes		8572	110.15	500.00	353.9%
TOTAL, OTHER STATE REVENUE			3,351.89	3,500.00	4.4%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	334,131.10	500,000.00	49.6%
Unsecured Roll		8612	28,024.02	0.00	-100.0%
Prior Years' Taxes		8613	31.50	0.00	-100.0%
Supplemental Taxes		8614	4,101.60	500.00	-87.8%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	(312.40)	3,000.00	-1060.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			365,975.82	503,500.00	37.6%
TOTAL, REVENUES			369,327.71	507,000.00	37.3%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	213,250.00	410,000.00	92.3%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			213,250.00	410,000.00	92.3%
TOTAL, EXPENDITURES			213,250.00	410,000.00	92.3%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	3,351.89	3,500.00	4.4%
4) Other Local Revenue		8600-8799	365,975.82	503,500.00	37.6%
5) TOTAL, REVENUES			369,327.71	507,000.00	37.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	213,250.00	410,000.00	92.3%
10) TOTAL, EXPENDITURES			213,250.00	410,000.00	92.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			156,077.71	97,000.00	-37.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			156,077.71	97,000.00	-37.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	227,161.72	383,239.43	68.7%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			227,161.72	383,239.43	68.7%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			227,161.72	383,239.43	68.7%
2) Ending Balance, June 30 (E + F1e)					
			383,239.43	480,239.43	25.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	383,239.43	480,239.43	25.3%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2016-17 Unaudited Actuals	2017-18 Budget
	Total, Restricted Balance	0.00	0.00

Description	2016-17 Unaudited Actuals			2017-18 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,398.72	1,397.34	1,398.72	1,398.27	1,397.34	1,398.27
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	3.26	2.96	3.26	2.96	2.96	2.96
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,401.98	1,400.30	1,401.98	1,401.23	1,400.30	1,401.23
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,401.98	1,400.30	1,401.98	1,401.23	1,400.30	1,401.23
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2016-17 Unaudited Actuals			2017-18 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2016-17 Unaudited Actuals			2017-18 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	801,813.00		801,813.00			801,813.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	801,813.00	0.00	801,813.00	0.00	0.00	801,813.00
Capital assets being depreciated:						
Land Improvements	799,556.00		799,556.00	52,496.00		852,052.00
Buildings	8,583,980.00		8,583,980.00	6,666,345.00		15,250,325.00
Equipment	1,404,911.00		1,404,911.00	167,787.00	86,927.00	1,485,771.00
Total capital assets being depreciated	10,788,447.00	0.00	10,788,447.00	6,886,628.00	86,927.00	17,588,148.00
Accumulated Depreciation for:						
Land Improvements	(659,149.00)		(659,149.00)	(17,226.00)		(676,375.00)
Buildings	(7,284,796.00)		(7,284,796.00)	(495,997.00)		(7,780,793.00)
Equipment	(730,757.00)		(730,757.00)	(70,166.00)	(86,927.00)	(713,996.00)
Total accumulated depreciation	(8,674,702.00)	0.00	(8,674,702.00)	(583,389.00)	(86,927.00)	(9,171,164.00)
Total capital assets being depreciated, net	2,113,745.00	0.00	2,113,745.00	6,303,239.00	0.00	8,416,984.00
Governmental activity capital assets, net	2,915,558.00	0.00	2,915,558.00	6,303,239.00	0.00	9,218,797.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

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PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.	
1000 - Certificated Salaries	6,364,095.80	301	142,538.40	303	6,221,557.40	305	0.00		307	6,221,557.40	309	
2000 - Classified Salaries	2,129,827.82	311	0.00	313	2,129,827.82	315	309,510.24		317	1,820,317.58	319	
3000 - Employee Benefits	3,229,247.13	321	195,848.48	323	3,033,398.65	325	90,769.78		327	2,942,628.87	329	
4000 - Books, Supplies Equip Replace. (6500)	932,453.54	331	17,504.52	333	914,949.02	335	239,496.08		337	675,452.94	339	
5000 - Services. . . & 7300 - Indirect Costs	1,388,385.75	341	2,416.25	343	1,385,969.50	345	236,308.80		347	1,149,660.70	349	
TOTAL					13,685,702.39	365			TOTAL		12,809,617.49	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	5,419,087.69 375
2. Salaries of Instructional Aides Per EC 41011.		2100	418,848.29 380
3. STRS.		3101 & 3102	1,004,663.49 382
4. PERS.		3201 & 3202	40,491.95 383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	110,982.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	826,326.83 385
7. Unemployment Insurance.		3501 & 3502	2,946.94 390
8. Workers' Compensation Insurance.		3601 & 3602	129,668.31 392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	0.00
10. Other Benefits (EC 22310).		3901 & 3902	0.00 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			7,953,015.50 395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			191,239.81
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			170,100.60 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			
14. TOTAL SALARIES AND BENEFITS.			7,591,675.09 397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			59.27%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	59.27%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	12,809,617.49
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

Unaudited Actuals
2016-17 Unaudited Actuals
Schedule of Long-Term Liabilities

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	5,710,000.00		5,710,000.00			5,710,000.00	100,000.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable	128,790.00		128,790.00		49,803.58	78,986.42	52,069.54
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	157,089.00		157,089.00		26,180.78	130,908.22	33,726.26
Net Pension Liability	357,761.00		357,761.00	25,982.00		383,743.00	
Net OPEB Obligation	354,589.00		354,589.00	50,000.00	108,615.25	295,973.75	65,973.75
Compensated Absences Payable	77,868.00		77,868.00	10,022.00		87,890.00	87,890.00
Governmental activities long-term liabilities	6,786,097.00	0.00	6,786,097.00	86,004.00	184,599.61	6,687,501.39	339,659.55
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Net OPEB Obligation			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA (2015-16 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2015-16 Actual			2016-17 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	5,526,815.90		5,526,815.90			5,811,958.70
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	1,404.81		1,404.81			1,401.98
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2015-16			Adjustments to 2016-17		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2016-17 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2016-17 P2 Report			2017-18 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	1,401.98		1,401.98	1,401.23		1,401.23
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			1,401.98			1,401.23
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2016-17 Actual			2017-18 Budget		
1. Homeowners' Exemption (Object 8021)	23,738.38		23,738.38	0.00		0.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	1,493.38		1,493.38	0.00		0.00
4. Secured Roll Taxes (Object 8041)	3,117,129.76		3,117,129.76	3,500,000.00		3,500,000.00
5. Unsecured Roll Taxes (Object 8042)	289,324.99		289,324.99	0.00		0.00
6. Prior Years' Taxes (Object 8043)	2,862.69		2,862.69	0.00		0.00
7. Supplemental Taxes (Object 8044)	7,323.49		7,323.49	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(12,376.46)		(12,376.46)	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	3,429,496.23	0.00	3,429,496.23	3,500,000.00	0.00	3,500,000.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	3,429,496.23	0.00	3,429,496.23	3,500,000.00	0.00	3,500,000.00

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			0.00			0.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			0.00			0.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	9,672,178.40		9,672,178.40	9,922,519.00		9,922,519.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	9,672,178.40	0.00	9,672,178.40	9,922,519.00	0.00	9,922,519.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	15,702,289.87		15,702,289.87	15,824,160.00		15,824,160.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	3,606.62		3,606.62	5,000.00		5,000.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			5,526,815.90			5,811,958.70
2. Inflation Adjustment			1.0537			1.0369
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9980			0.9995
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			5,811,958.70			6,023,406.77
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			3,429,496.23			3,500,000.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			168,237.60			168,147.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,382,462.47			2,523,406.77
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,382,462.47			2,523,406.77
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			1,335.24			1,903.83
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			3,430,831.47			3,501,903.83
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			2,381,127.23			2,521,502.94
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			3,430,831.47			
b. State Subventions (Line D8)			2,381,127.23			
c. Less: Excluded Appropriations (Line C23)			0.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			5,811,958.70			

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 446,628.75
- 2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 11,129,394.93

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.01%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	461,262.42
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	409,193.44
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	27,198.23
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	69,587.06
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	967,241.15
9. Carry-Forward Adjustment (Part IV, Line F)	205,319.34
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,172,560.49

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	8,945,888.98
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,086,230.98
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	749,091.46
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	190,415.74
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	2,416.25
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	315,631.99
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	1,665,751.13
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	739,208.90
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	13,694,635.43

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B18)	7.06%
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D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2018-19 see www.cde.ca.gov/fg/ac/ic) (Line A10 divided by Line B18)	8.56%
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Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>967,241.15</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>83,037.20</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (6.17%) times Part III, Line B18); zero if negative	<u>205,319.34</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (6.17%) times Part III, Line B18) or (the highest rate used to recover costs from any program (6.17%) times Part III, Line B18); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>205,319.34</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>205,319.34</u>

Approved indirect cost rate: 6.17%
Highest rate used in any program: 6.17%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3550	10,100.00	505.00	5.00%
01	6010	247,668.13	11,914.28	4.81%
01	7220	54,088.10	3,336.90	6.17%
01	7338	5,456.63	336.37	6.16%
01	8100	447,997.54	27,618.46	6.16%
13	5310	739,208.90	21,268.00	2.88%

Unaudited Actuals
2016-17 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		0.00	0.00
2. State Lottery Revenue	8560	217,080.08		73,534.76	290,614.84
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		217,080.08	0.00	73,534.76	290,614.84
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		73,534.76	73,534.76
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	217,080.08			217,080.08
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		217,080.08	0.00	73,534.76	290,614.84
C. ENDING BALANCE (Must equal Line A6 minus Line B12)					
	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Section I - Expenditures	Funds 01, 09, and 62			2016-17 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	15,562,675.60
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	523,522.46
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	2,416.25
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	629,123.30
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	55,044.66
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	17,413.30
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	215,686.48
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				919,683.99
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				14,119,469.15

Section II - Expenditures Per ADA		2016-17 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		1,400.30
B. Expenditures per ADA (Line I.E divided by Line II.A)		10,083.17
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	13,621,290.29	9,699.29
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	13,621,290.29	9,699.29
B. Required effort (Line A.2 times 90%)	12,259,161.26	8,729.36
C. Current year expenditures (Line I.E and Line II.B)	14,119,469.15	10,083.17
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2018-19 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocation Factors (AF) for Support Costs

	----- Teacher Full-Time Equivalents -----				----- Classroom Units -----		Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	0.00	0.00	1,758,403.19	0.00	301,979.49
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals Description							
0001 Pre-Kindergarten							
1110 Regular Education, K-12	77.90	77.90	77.90	77.90	84.21		75.00
3100 Alternative Schools							
3200 Continuation Schools	0.50	0.50	0.50	0.50	1.00		2.00
3300 Independent Study Centers	2.47	2.47	2.47	2.47	3.00		
3400 Opportunity Schools							
3550 Community Day Schools							
3700 Specialized Secondary Programs							
3800 Career Technical Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational	2.21	2.21	2.21	2.21	10.00		
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)					3.67		
C. Total Allocation Factors	83.08	83.08	83.08	83.08	101.88	0.00	77.00

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report

Goal	Program/Activity	----- Direct Costs -----			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	
1110	Regular Education, K-12	10,093,361.39	1,747,562.77	11,840,924.16	1,056,157.55	12,897,081.71	
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	
3200	Continuation Schools	52,451.51	25,103.17	77,554.68	6,917.53	84,472.21	
3300	Independent Study Centers	373,147.80	51,778.66	424,926.46	37,901.54	462,828.00	
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	
3800	Career Technical Education	65,888.00	0.00	65,888.00	5,876.92	71,764.92	
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	
5000-5999	Special Education	0.00	0.00	0.00	0.00	0.00	
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00	0.00	
Other Goals							
7110	Nonagency - Educational	215,686.48	172,595.52	388,282.00	34,633.02	422,915.02	
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	
8100	Community Services	2,416.25	0.00	2,416.25	215.52	2,631.77	
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	
Other Costs							
----	Food Services					0.00	
----	Enterprise					0.00	
----	Facilities Acquisition & Construction					483,386.14	
----	Other Outgo					1,023,937.27	
Other Funds							
----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		63,342.56	63,342.56	71,584.01	134,926.57	
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				(21,268.00)	(21,268.00)	
----	Total General Fund and Charter Schools Funds Expenditures	10,802,951.43	2,060,382.68	12,863,334.11	1,192,018.09	15,562,675.61	

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	8,339,086.86	0.00	56,176.70	949,896.55	557,785.54	0.00	190,415.74			0.00	0.00	10,093,361.39
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	9,388.67	0.00	0.00	30,427.65	12,635.19	0.00	0.00			0.00	0.00	52,451.51
3300	Independent Study Centers	323,417.72	0.00	0.00	49,730.08	0.00	0.00	0.00			0.00	0.00	373,147.80
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	65,888.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	65,888.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	215,686.48	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	215,686.48
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00	0.00	2,416.25	0.00	0.00	0.00	2,416.25
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		8,953,467.73	0.00	56,176.70	1,030,054.28	570,420.73	0.00	190,415.74	2,416.25	0.00	0.00	0.00	10,802,951.43

* Functions 7100-7199 for goals 8100 and 8500

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocated Support Costs (AC)

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K-12	0.00	1,453,426.90	294,135.87	1,747,562.77
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	17,259.55	7,843.62	25,103.17
3300	Independent Study Centers	0.00	51,778.66	0.00	51,778.66
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	172,595.52	0.00	172,595.52
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)		0.00		0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)		63,342.56		63,342.56
Total Allocated Support Costs		0.00	1,758,403.19	301,979.49	2,060,382.68

Unaudited Actuals
2016-17
Program Cost Report
Schedule of Central Administration Costs (CAC)

A. Central Administration Costs in General Fund and Charter Schools Funds		
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	342,830.22
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	0.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	461,262.42
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	409,193.44
5	Total Central Administration Costs in General Fund and Charter Schools Funds	1,213,286.08
B. Direct Charged and Allocated Costs in General Fund and Charter Schools Funds		
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	10,802,951.43
2	Total Allocated Costs (from Form PCR, Column 2, Total)	2,060,382.68
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	12,863,334.11
C. Direct Charged Costs in Other Funds		
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	739,208.90
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	739,208.90
D. Total Direct Charged and Allocated Costs (B3 + C5)		13,602,543.01
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)		8.92%

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Other Costs (OC)

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	0.00				0.00
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			483,386.14		483,386.14
Other Outgo (Objects 1000-7999)				1,023,937.27	1,023,937.27
Total Other Costs	0.00	0.00	483,386.14	1,023,937.27	1,507,323.41

Unaudited Actuals
2016-17 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(44,148.23)	0.00	(21,268.00)				
Other Sources/Uses Detail					0.00	17,413.30		
Fund Reconciliation							69,213.70	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	44,148.23	0.00	21,268.00	0.00				
Other Sources/Uses Detail					17,413.30	0.00		
Fund Reconciliation							0.00	69,213.70
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Unaudited Actuals
2016-17 Unaudited Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	44,148.23	(44,148.23)	21,268.00	(21,268.00)	17,413.30	17,413.30	69,213.70	69,213.70

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Unaudited Actuals
 2016-17 Unaudited Actuals
 Technical Review Checks

Colusa Unified

Colusa County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
21	0000	8660	-5,464.18
Explanation: Interest Receivable in 15-16 was estimated too high. Actual Interest in 16-17 did not cover this overestimate thus resulting in negative interest for 16-17			
51	0000	8660	-312.40
Explanation: same as above			

REV-POSITIVE - (W) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: EXCEPTION

FUND	RESOURCE	VALUE
21	0000	-5,464.18
Explanation: same as above.		

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (O) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: EXCEPTION

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.GO.BONDS.9661	5,710,000.00	5,710,000.00

Explanation: There is no activity to report as the first Bond Repayment is during 17-18 School Year.

EXPORT CHECKS

Checks Completed.

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06-61598-0000000

Unaudited Actuals
2017-18 Budget
Technical Review Checks

Colusa Unified

Colusa County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.

SACS2017ALL Financial Reporting Software - 2017.2.0
 8/31/2017 6:00:15 AM

06-61598-0000000

Unaudited Actuals
 2016-17 Unaudited Actuals
 Technical Review Checks

Colusa Unified

Colusa County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

OBJ-POSITIVE - (W) - The following objects have a negative balance by resource, by fund: EXCEPTION

FUND	RESOURCE	OBJECT	VALUE
21	0000	8660	-5,464.18

Explanation: Interest Receivable in 15-16 was estimated too high. Actual Interest in 16-17 did not cover this overestimate thus resulting in negative interest for 16-17

51	0000	8660	-312.40
----	------	------	---------

Explanation: same as above

REV-POSITIVE - (W) - In the following resources, total revenues exclusive of contributions (objects 8000-8979) are negative, by fund: EXCEPTION

FUND	RESOURCE	VALUE
21	0000	-5,464.18

Explanation: same as above.

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (O) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types: EXCEPTION

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.GOV.GO.BONDS.9661	5,710,000.00	5,710,000.00

Explanation: There is no activity to report as the first Bond Repayment is during 17-18 School Year.

EXPORT CHECKS

Checks Completed.

ROUTINE RESTRICTED MAINTENANCE ACCOUNT CERTIFICATION

SAB 270 (Rev 11/2013)

SCHOOL DISTRICT

Colusa Unified School District

COUNTY

Colusa

DATE OF ACTION

September 12, 2017

In accordance with provisions of the State of California Education Code Section 17014, the Governing Board of the Colusa Unified School District hereby approves and adopts the action described below:

- THE DISTRICT is operating a Routine Restricted Maintenance Account.
- THE DISTRICT has budgeted to earmark the required minimum of two percent of the District's General Fund Budget for the 2017 / 2018 fiscal year.

GENERAL FUND BUDGET	TOTAL	TWO PERCENT AMOUNT
	\$ 14,980,509	\$ 299,610
AMOUNT BUDGETED/ EXPENDED FOR MAINTENANCE	AMOUNT BUDGETED FOR CURRENT YEAR	ACTUAL AMOUNT EXPENDED DURING PRIOR YEAR
	\$ 450,151	\$ 495,217

All documents must have original signatures.

I certify, under penalty of perjury, the foregoing statements to be true and correct.

SIGNATURE OF DISTRICT SUPERINTENDENT/SECRETARY OF THE BOARD



DATE

9/12/2017

Submit to:

Department of General Services

Office of Public School Construction

707 3rd Street

West Sacramento, CA 95605

**COLUSA UNIFIED SCHOOL DISTRICT
2017-18 GENERAL FUND 01 BUDGET REVISION**

September 12, 2017

2017-18 BEGINNING BALANCE	1,827,944
ESTIMATED INCOME	<u>15,728,531</u>
TOTAL INCOME/BEGINNING BALANCE	17,556,475

Resource Code and Program

0000 Increase Mandate Block Grant	5,000
0110 Increase One Time Funds	6,500
3010 Increase Title I	55,333
4035 Increase Title II	292
4203 Increase Title III - LEP	16,052
4201 Eliminate Title III-Immigrant	(1,813)
7390 Increase CalSTRS Onbehalf	14,265
REVISED TOTAL INCOME	15,824,160
REVISED TOTAL INCOME + BEGINNING BALANCE	17,652,104

EXPENDITURES

Current Expenditure Budget	15,984,590	
Reserve for Revolving Cash	30,350	
Reserves for Van/Bus/Tech/Textbooks	140,000	
Undistributed Reserve	<u>1,411,535</u>	<u>1,581,885</u>
		17,566,475
0000 Salary/Benefit Adjustments		3,846
4035 Increase Title II		292
4201 Eliminate Title III-Immigrant		(1,813)
0723 Purchase School Bus		150,000
Add One Time Potential Payment due to CSEA		33,000
Revised Expenditure Budget	16,169,915	
Reserve for Revolving Cash	30,350	
Reserves for Van/Bus/Tech/Textbooks	180,000	
Undistributed Reserve	<u>1,271,839</u>	<u>1,482,189</u>
		17,652,104

PASSED AND ADOPTED this 12th Day of September, 2017 at a meeting of the Board of Trustees of Colusa Unified School District.

AYES:

NOES:

ABSENT:

Dwayne Newman, Superintendent

Multi-Year Projection Summary - September 12, 2017

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 ACTUALS	17/18 BUDGET	18/19 BUDGET	19/20 BUDGET	20/21 BUDGET	21/22 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,101,675	13,422,519	13,929,078	14,305,040	14,698,903	15,110,864
TOTAL FEDERAL REVENUE	514,766	554,244	418,802	359,281	296,545	296,545	296,545	296,545
TOTAL STATE REVENUE	1,015,848	2,109,700	1,541,213	1,834,768	1,294,768	1,294,768	1,294,768	1,294,768
TOTAL LOCAL REVENUES	387,830	388,312	640,600	207,592	187,592	187,592	187,592	187,592
TOTAL REVENUES	12,793,104	15,450,014	15,702,290	15,824,160	15,707,983	16,083,945	16,477,808	16,889,769
EXPENDITURES								
TOTAL CERTIFICATED	5,939,658	6,468,062	6,364,096	6,332,055	6,403,184	6,449,966	6,512,366	6,575,389
TOTAL CLASSIFIED	1,847,681	2,047,601	2,129,828	2,279,775	2,331,102	2,355,623	2,375,339	2,400,252
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,229,247</u>	<u>3,495,535</u>	<u>3,756,732</u>	<u>3,955,514</u>	<u>4,109,283</u>	<u>4,139,581</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,723,171	12,107,365	12,491,019	12,761,103	12,996,988	13,115,223
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	790,480	798,422	700,000	700,000	700,000	700,000
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,409,654	1,475,421	1,192,411	1,212,411	1,232,411	1,252,411
BUDGET FOR EXPENDITURES FROM SPECIAL RESERVE					40,000	185,000	40,000	110,000
TOTAL CAPITAL OUTLAY	56,177	402,140	636,702	714,461				
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	1,002,669	1,074,246	1,090,000	1,110,000	1,130,000	1,150,000
TOTAL EXPENDITURES	12,939,926	14,962,856	15,562,676	16,169,915	15,513,430	15,968,514	16,099,399	16,327,634
TOTAL REVENUES LESS EXPENDITURES	-146,822	487,158	139,614	-345,755	194,553	115,431	378,409	562,136
<i>Notes to Rev Less Exp Line above</i>		<i>\$441,014 will carryover to be spent 16-17</i>	<i>Exp budget from 15-16 Income \$441,014</i>	<i>Exp budget from 16-17 Income College Readiness \$69K Plus Prop 39 \$33K=\$102K</i>				
GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,688,330	1,827,944	1,482,189	1,676,742	1,792,173	2,170,582
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	139,614	-345,755	194,553	115,431	378,409	562,136
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-140,000	-180,000	-220,000	-120,000	-165,000	-145,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	1,532,980	1,657,594	1,271,839	1,426,392	1,641,823	1,975,232	2,557,368
% UNDISTRIBUTED RESERVE	9.28%	10.25%	10.65%	7.87%	9.19%	10.28%	12.27%	15.66%
5% UNDISTRIBUTED RESERVE IS	646,996	748,143	778,134	808,496	775,671	798,426	804,970	816,382
AMOUNT ABOVE (-BELOW) 5%	554,176	784,837	879,460	463,343	650,721	843,397	1,170,262	1,740,986
Percent of Budget for Personnel (includes SELPA)	84.3%	81.4%	78.0%	81.5%	87.5%	86.9%	87.7%	87.4%
TOTAL ADA	1386.33	1404.81	1402.99	1401.23	1401.23	1401.23	1401.23	1401.23
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,338	\$ 9,579	\$ 9,941	\$ 10,209	\$ 10,490	\$ 10,784
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,397,756	\$ 13,101,675	\$ 13,422,519	\$ 13,929,078	\$ 14,305,040	\$ 14,698,903	\$ 15,110,864
<i>Dollar Increase over Prior Year for LCFF Funding</i>	<i>\$ 1,057,310</i>	<i>\$ 1,523,096</i>	<i>\$ 703,919</i>	<i>\$ 320,844</i>	<i>\$ 506,559</i>	<i>\$ 375,962</i>	<i>\$ 393,863</i>	<i>\$ 411,962</i>
<i>% Increase over Prior Year LCFF Funding</i>	<i>10.77%</i>	<i>14.01%</i>	<i>5.68%</i>	<i>2.45%</i>	<i>3.77%</i>	<i>2.70%</i>	<i>2.75%</i>	<i>2.80%</i>
	8.88% STRS	10.73% STRS	12.58% STRS	14.43% STRS	16.28% STRS	18.13% STRS	19.10% STRS	20.1% STRS
	11.7% PERS	11.847% PERS	13.888% PERS	15.531% PERS	18.1% PERS	20.8% PERS	23.8% PERS	25.2% PERS
	<i>Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated</i>							
	Min. Wage \$9	Min. Wage \$10	Min. Wage \$10.50	Min. Wage \$11	Min. Wage \$12	Min. Wage \$13	Min. Wage \$14	Min. Wage \$15

Fiscal Year	Yearly Allocation	Purchase Amount			Remaining Funds	Planned Expenditure		
		Vehicle	Tech	Curriculum		Vehicle	Tech	Curriculum
2016-17	\$ 125,000							
2017-18	\$ 75,000	\$ -	\$ -	\$ 60,000	\$ 140,000		chromebooks & teacher laptops	ELA Curriculum
2018-19	\$ 80,000	\$ -	\$ 40,000	\$ -	\$ 180,000	***Assuming electric bus grant	chromebooks & teacher laptops	
2019-20	\$ 80,000	\$ -	\$ 40,000	\$ -	\$ 220,000		chromebooks & teacher laptops	
2020-21	\$ 85,000	\$ -	\$ 60,000	\$ 125,000	\$ 120,000		3 labs & Chromebooks	NGSS Curriculum
2021-22	\$ 85,000	\$ -	\$ 40,000	\$ -	\$ 165,000		200 Chromebooks	
2022-23	\$ 90,000	\$ 70,000	\$ 40,000	\$ -	\$ 145,000	2 Vans	200 Chromebooks	
2023-24	\$ 90,000	\$ -	\$ 40,000	\$ -	\$ 195,000		200 Chromebooks	
2024-25	\$ 95,000	\$ -	\$ -	\$ 130,000	\$ 160,000			Math Curriculum
2025-26	\$ 95,000	\$ -	\$ -	\$ 200,000	\$ 55,000			ELA Curriculum
2026-27	\$ 100,000	\$ 70,000	\$ -	\$ -	\$ 85,000	2 Vans		
2027-28	\$ 100,000	\$ -	\$ 25,000	\$ -	\$ 160,000		Teacher Laptops	
2028-29	\$ 105,000	\$ -	\$ 25,000	\$ 125,000	\$ 115,000		Teacher Laptops	Science Curriculum
2029-30	\$ 105,000	\$ -	\$ 60,000	\$ -	\$ 160,000		chromebooks & teacher laptops	
2030-31	\$ 110,000	\$ 70,000	\$ -	\$ -	\$ 200,000	2 Vans		
2031-32	\$ 110,000	\$ -	\$ 60,000	\$ -	\$ 250,000		chromebooks & teacher laptops	
2032-33	\$ 120,000	\$ -	\$ -	\$ 130,000	\$ 240,000			Math Curriculum
2033-34	\$ 120,000	\$ 180,000	\$ -	\$ 200,000	\$ (20,000)	Bus 4		ELA Curriculum
2034-35	\$ 120,000	\$ 70,000	\$ -	\$ -	\$ 30,000	2 Vans		

COLUSA UNIFIED SCHOOL DISTRICT
745 Tenth Street
Colusa, California 95932

**RESOLUTION #2017-18.03
ADOPTION OF GANN LIMIT**

WHEREAS, in November 1979, the California Electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits" for public agencies, including school districts: and,

WHEREAS, the District must establish a Gann Limit for 2016-17 fiscal year and a projected Gann Limit for 2017-18 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED, that the Colusa Unified School District Board of Trustees does provide public notice that the attached calculations and documentation of the 2016-17 and 2017-18 Gann Limit are made in accord with applicable constitutional and statutory law;

BE IT FURTHER RESOLVED, that the Board of Trustees of the Colusa Unified School District does hereby declare that the appropriations in the 2016-17 and the 2017-18 budget do not exceed the limitations imposed by the Gann Amendment;

AND BE IT FURTHER RESOLVED, that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

THIS RESOLUTION EXECUTED THIS 12th day of September 2017, by the following vote of the Governing Board:

AYES:

NOES:

ABSENT:

Signed _____
Dwayne Newman, Secretary to the Governing Board

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
A. PRIOR YEAR DATA (2015-16 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2015-16 Actual			2016-17 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	5,526,815.90		5,526,815.90			5,811,958.70
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	1,404.81		1,404.81			1,401.98
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2015-16			Adjustments to 2016-17		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2016-17 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2016-17 P2 Report			2017-18 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	1,401.98		1,401.98	1,401.23		1,401.23
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			1,401.98			1,401.23
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2016-17 Actual			2017-18 Budget		
1. Homeowners' Exemption (Object 8021)	23,738.38		23,738.38	0.00		0.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	1,493.38		1,493.38	0.00		0.00
4. Secured Roll Taxes (Object 8041)	3,117,129.76		3,117,129.76	3,500,000.00		3,500,000.00
5. Unsecured Roll Taxes (Object 8042)	289,324.99		289,324.99	0.00		0.00
6. Prior Years' Taxes (Object 8043)	2,862.69		2,862.69	0.00		0.00
7. Supplemental Taxes (Object 8044)	7,323.49		7,323.49	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(12,376.46)		(12,376.46)	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	3,429,496.23	0.00	3,429,496.23	3,500,000.00	0.00	3,500,000.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	3,429,496.23	0.00	3,429,496.23	3,500,000.00	0.00	3,500,000.00

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			0.00			0.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			0.00			0.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	9,672,178.40		9,672,178.40	9,922,519.00		9,922,519.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	9,672,178.40	0.00	9,672,178.40	9,922,519.00	0.00	9,922,519.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	16,002,289.87		16,002,289.87	15,754,296.00		15,754,296.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	3,606.62		3,606.62	5,000.00		5,000.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT			2016-17 Actual			2017-18 Budget
1. Revised Prior Year Program Limit (Lines A1 plus A6)			5,526,815.90			5,811,958.70
2. Inflation Adjustment			1.0537			1.0369
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9980			0.9995
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			5,811,958.70			6,023,406.77
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			3,429,496.23			3,500,000.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			168,237.60			168,147.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,382,462.47			2,523,406.77
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,382,462.47			2,523,406.77
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			1,310.20			1,912.28
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			3,430,806.43			3,501,912.28
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			2,381,152.27			2,521,494.49
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			3,430,806.43			
b. State Subventions (Line D8)			2,381,152.27			
c. Less: Excluded Appropriations (Line C23)			0.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			5,811,958.70			

VOLTAGE SPECIALIST

5031 Foster Road, Paradise, CA 95969
 530-362-2609 Fax: 530-872-3586 Email: don@voltagespecialists.com

State of California Fire/Life Safety #113568 NICET #87630 DIR#1000014195 CA C-10 & C-16 #880862
 LIFE SCAN CERTIFIED PERSONNEL

Date: 9/1/17

Reference: Colusa Unified School District

Contact Name: Terry Biladeau Email: Phone :(530)788-2673
 Billing Address: 745 Tenth St
 City: Colusa Zip: 95932

Site:	Annual Fire Alarm Testing Annual price	UL Central Station Fire Alarm Monitoring Annual Price	Quarterly Fire Sprinkler Inspection Quarterly Price	Annual Fire Sprinkler Testing Annual Price
Colusa High School	\$3,560.00	\$300.00	\$175.00	\$250.00
George Egling Middle School	\$4,120.00	\$300.00	N/A	N/A
Burchfield Primary School	\$2,680.00	\$300.00	N/A	N/A
Colusa District Office	N/A	N/A	\$175.00	\$250.00

Excludes:

1. Work outside normal business hours (M-F: 7:30 am –4:30 pm)
2. Any labor or material for repairs of above listed systems.
3. Access hatches. All areas must be accessible at time of scheduled inspection.

This proposal/quotation shall remain in effect for the next (60) days. Should this meet with your acceptance, kindly sign & return this document to my attention. Please feel free to contact me regarding any of your Low Voltage System needs. I thank you for your time and consideration.

Don Cantrell

ACCEPTED BY:  Date: 8/23/17
 P.O. # _____

In signing this document I am acknowledging that I understand, am authorized to accept, and accept this Proposal/Contract in its entirety.

**MEMORANDUM OF UNDERSTANDING BETWEEN
COLUSA COUNTY OFFICE OF EDUCATION
AND
Colusa Unified School District**

This agreement is made and entered into **1st** day of **July, 2016**, by and between the Colusa County Office of Education, hereinafter referred to as "CCOE," and **Colusa Unified School District**, hereinafter referred to as "Consultant."

BASIS OF AGREEMENT

CCOE through the Foster Youth Services Coordinating Program Plan (FYSCP) grant would like to support Consultants with Assembly Bill (AB) 490 requirement of Every school district must appoint an educational liaison to serve foster children. *EC § 48853.5(b)*. CCOE will provide support through trainings and meetings outlined by appropriate assembly bills with regards to Foster Youth and McKinney-Vento Act.

SCOPE OF WORK

The responsibilities of the Consultant shall be directly related to the Scope of Work. The goal is to support and provide Foster Youth and McKinney-Vento (homeless) students with educational rights and transitioning opportunities through our community's partners. Make referrals to Independent Learning Program (ILP) or work ready skills to enter the work force, as well as, options for transitioning to higher education facilities.

The Non-Regulatory Guidance (U.S. Department of Education, 2004, F-2) lists the following activities that local liaisons must conduct:

- Assisting foster & McKinney-Vento children and youth with enrolling in school and accessing school services;
- Helping foster & McKinney-Vento children and youth obtain immunization or medical records;
- Informing parents, school personnel, and others of the rights of foster & McKinney-Vento children and youth;
- Working with school staff to make sure that foster & McKinney-Vento children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement;
- Helping to coordinate transportation services for foster & McKinney-Vento children and youth; and,
- Collaborating and coordinating with the State Coordinator and with community and school personnel responsible for providing education and related support

**MEMORANDUM OF UNDERSTANDING BETWEEN
COLUSA COUNTY OFFICE OF EDUCATION
AND
Colusa Unified School District**

services to foster & McKinney-Vento children and youth.

IT IS AGREED THAT:

- 1) This agreement shall be for a period commencing on the **1st** day of **July, 2016**, and ending on the **30th** day of **June, 2017**. The agreement of support services may be extended as needed contingent on the FYSCP and McKinney-Vento Act funds are still made available by California Department of Education (CDE) Foster Youth Services Department.
- 2) This agreement may be amended or modified at any time by mutual agreement of the parties. Such amendments, or modifications, shall be in writing and signed by both parties.
- 3) CCOE will support the Consultant's District Liaison with a \$2,000 stipend for assumed duties by the chosen District Liaison.
- 4) Consultant's District Liaison will be submitting an end of year report and any report requested by California Department of Education.
- 5) The Consultant is, at all times, an independent contractor, and is not an employee or representative of CCOE.
- 6) Each Local Education Agency (LEA) must be in compliance and that CCOE is offering collaboration through the Foster Youth Servicing Program Plan grant and McKinney-Vento Act support services for Consultant.

THE CONSULTANT WILL:

1. Perform the outlined duties as set forth in this agreement under scope of work.
2. Attend all trainings, meetings, and conferences. Must notify CCOE designee of absence if unable to attend and seek information missed.
3. Seek clarification or extra support if needed.

**MEMORANDUM OF UNDERSTANDING BETWEEN
COLUSA COUNTY OFFICE OF EDUCATION
AND
Colusa Unified School District**

4. Always make decisions in the best interest of the students.

THE CCOE WILL:

1. In an effort to build capacity and sustainability, CCOE will pay the Consultant's chosen District Liaison a \$2,000 stipend.
2. CCOE will serve as a resource and advocacy, if needed, to Consultant's District Liaison, foster youth, and McKinney-Vento students.

TERMINATION

The CCOE may terminate this agreement, with or without cause, upon ten (10) days written notice. A causation of termination would occur if there was lack of services to foster youth or funding diminishes.

INDEMNITY

Consultant agrees to indemnify and hold harmless CCOE, its officers, trustees, agents and employees from and against any and all claims, losses, injuries, liability or damages, consequential or otherwise, including the payment of attorney's fees, arising out of or resulting from the Consultant's activities hereunder, except to the extent caused by CCOE's sole negligence.

APPROVAL:

IN WITNESS WHEREOF, this agreement has been executed by the parties hereto, upon the date first above written.

CONSULTANT:

Name: **Dwayne Newman** Title: **Superintendent**
Agency: **Colusa Unified School District** Phone: **530-458-7791**
Address: **745 10th Street Colusa, CA 95932**
Name of District Liaison: Andrea Uhlenkott, Nurse

**MEMORANDUM OF UNDERSTANDING BETWEEN
COLUSA COUNTY OFFICE OF EDUCATION
AND
Colusa Unified School District**



Consultant Signature

8/12/16

Date

Consultant Signature

Date

COLUSA COUNTY OFFICE EDUCATION
Education Village, Student Support Services Division,
499 Marguerite St., Williams, CA 95987
(530) 473-1350 x10327



Patricia P. Barba, Prevention Services Coordinator

8/12/2016


Date



Maria Arvizu-Espinoza, Assistant Superintendent

8/12/16

Date



Mike West, Superintendent of Schools

8/16/2016

Date

Updated: PB 07/01/2016



Workshop Contract

This contract is between The Math Learning Center and Colusa Unified School District.

Colusa Unified School District agrees to purchase the following workshop for \$ 2600. The workshop fee includes all travel expenses incurred by the workshop leader(s). Colusa Unified School District agrees to pay the total fee even if fewer than 30 enroll.

The maximum enrollment for a workshop is 30 participants. Should Colusa Unified School District exceed maximum enrollment without prior arrangements made with The Math Learning Center, a \$100.00 fee per additional participant will be assessed. No exceptions.

Workshop: Bridges in Mathematics Support Gr. 4-5
Event ID: 2017-238
Leader(s): Pia Hansen
Enrollment: 30
Grade Level: Gr. 4-5
Dates: Sept. 11, 2017
Time: M 8:00a-3:00p w/ an hour lunch
Site: Egling Middle School

The Math Learning Center invoices Colusa Unified School District for the above workshop fee. Payment is made by Colusa Unified School District to The Math Learning Center. Should Colusa Unified School District cancel this workshop, The Math Learning Center reserves the right to invoice Colusa Unified School District for travel expenses incurred by the instructor(s).

Colusa Unified School District

by

L. Wayne Morrison
Superintendent 5/12/17
Title Date

The Math Learning Center

by

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