

COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street

Colusa, CA 95932

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

AGENDA

**Board of Trustees Regular Meeting
DISTRICT OFFICE CONFERENCE ROOM**

October 11, 2016

6:00 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.]

6:00 P.M. OPEN SESSION

A. Call to Order

B. 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.

C. 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.

D. Reports:

1. Recognitions & Celebrations

2. President's Report

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

1. CRAF – Charles Yerxa
2. Friends of Music – Lincoln Forry & Terry Bressler
3. Friends of Ag – Kathie Whitesell & Kelli Griffith-Garcia
4. SELPA – Kathie Whitesell & Terry Bressler
5. Grounds – Lincoln Forry

b. Discussion Regarding Proposition 51 – Public School Facility Bonds

c. Discussion Regarding Proposition 55 – Extension of the Proposition 30 Income Tax Increase

3. Student Report – Grace Boeger

4. Superintendent's Report

a. Improving Achievement *(Standing Item)*

1. ESSA/NCLB Update

- b. Management *(Standing Item)*
 - 1. Bond Projects Update

- c. Budget *(Standing Item)*
 - 1. Budget Update
 - 2. CCOE Proposal to Bill for Payroll Services

E. Principal's Report – BPS, Clair Toth

F. CSEA (California School Employee Assn.) Representative's Report

G. CEA (California Educators Association) Representative's Report

H. Information/Discussion/Possible Action Items

1. Consider Approval of Cafeteria Meal Price Increase effective January 1, 2017
2. Discussion of District Need for a School Resource Officer
3. Discussion of SELPA Policy Regarding Budget Approval Process
4. Discussion of Rural Utilities Service Grant – CCOE
5. Consider Approval of LEA Plan
6. Consider Approval of LEA Plan Evaluation
7. Consider Approval of PI Year 3 LEA Plan Evidence of Progress (2015-16)
8. Consider Approval of Board Meeting Time Change
9. Consider Approval of Warrants: Batch #11-14
10. Consider Approval of Notice of Completion for Schmidt Construction, Inc. for CHS Ag Barn
11. Consider Approval of Notice of Completion for Gray Electric for Fire Alarm Project at BPS
12. Consider Approval of Notice of Completion for Gray Electric for Fire Alarm Project at EMS
13. Consider Approval of Notice of Completion for Gray Electric for Fire Alarm Project at CHS
14. Consider Approval of Board Policies & Administrative Regulations:
 - a. First Reading & Possible Adoption of AR 3314 – Payment for Goods and Services
 - b. First Reading & Possible Adoption of AR 3515.5 – Sex Offender Notification
 - c. First Reading & Possible Adoption of BP 4030 – Nondiscrimination in Employment
 - d. First Reading & Possible Adoption of AR 4112 – Appointment & Conditions of Employment
 - e. First Reading & Possible Adoption of BP 4112.21 – Interns
 - f. First Reading & Possible Adoption of AR 4112.23 – Special Education Staff
 - g. First Reading & Possible Adoption of E 4112.9/4212.9/4312.9 – Employee Notifications
 - h. First Reading & Possible Adoption of BP 4117.13/4317.13 – Early Retirement Option
 - i. First Reading & Possible Adoption of AR 5141.4 – Child Abuse Prevention & Reporting
 - j. First Reading & Possible Adoption of AR 6158 – Independent Study
 - k. First Reading & Possible Adoption of AR 6171 – Title I Programs
 - l. First Reading of E(1) 9323.2 – Actions by the Board
 - m. First Reading & Possible Adoption of BP 6020 & AR 6020 – Parent Involvement
 - n. First Reading of E 0420.41 – Charter School Oversight
 - o. First Reading of BP 1230 & AR 1230 – School Connected Organizations
 - p. First Reading of BP 3541.2 – Transportation for Students with Disabilities
 - q. First Reading of BP 3580 – District Records
 - r. First Reading of E 5145.6 – Parental Notifications
 - s. First Reading of BB 9222 – Resignation
 - t. First Reading of BB 9270 & E 9270 – Conflict of Interest

- u. First Reading of BP 0450 – Comprehensive Safety Plan
- v. First Reading of BP 0520.2 & AR 0520.2 – Title I Program Improvement Schools
- w. First Reading of BP 0520.3 – Title I Program Improvement Districts
- x. First Reading of BP 3513.3 & AR 3513.3 – Tobacco Free Schools
- y. First Reading of AR 3516.3 – Earthquake Emergency Procedure System
- z. First Reading of BP 3553 & AR 3553 – Free & Reduced Price Meals
- aa. First Reading of BP 3555 – Nutrition Program Compliance
- bb. First Reading of BP 4112.2 – Certification
- cc. First Reading of E 4112.9/4212.9/4312.9 – Employee Notifications
- dd. First Reading of BP 4113 – Assignment (Certificated Personnel)
- ee. First Reading of AR 4115 – Evaluation/Supervision
- ff. First Reading of AR 4222 – Teacher Aides/Paraprofessionals
- gg. First Reading of BP 5121 & AR 5121 – Grades/Evaluation of Student Achievement
- hh. First Reading of BP 5131.62 – Tobacco
- ii. First Reading of AR 6158 – Independent Study
- jj. First Reading of AR 6164.41 – Children with Disabilities Enrolled by their Parents in Private School
- kk. First Reading of BP 6179 – Supplemental Instruction
- ll. First Reading of BP 1312.3 & AR 1312.3 – Uniform Complaint Procedures
- mm. First Reading of BP 3230 & AR 3230 – Federal Grant Funds
- nn. First Reading of BP 3270 & AR 3270 – Sale & Disposal of Books, Equipment & Supplies
- oo. First Reading of AR 3440 – Inventories
- pp. First Reading of AR 3460 – Financial Reports & Accountability
- qq. First Reading of AR 3512 – Equipment
- rr. First Reading of BP 5145.3 & AR 5145.3 – Nondiscrimination/Harassment
- ss. First Reading of BP 5145.7 & AR 5145.7 – Sexual Harassment

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

1. September 13, 2016 Regular Board Meeting Minutes
2. Personnel Assignment Order 2016-2017 #3
3. September Payroll
4. Williams Quarterly Report

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

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

1. Student Matters:

- a. Inter District Transfers *(Standing item-information)*
- b. Out of School Suspensions *(Standing item-information)*

2. Personnel Matters:

- a. Public Employment
 1. 2016-2017 New Hires
 2. Job Share Proposal
- b. Public Employee Discipline/Dismissal/Release/Resignation
 1. Resignations

3. Negotiations:

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)* 3 of 310

4. Possible/Pending Litigation

- L. Reconvene Open Session
 - 1. Announce Possible Action Taken Regarding Job Sharing Proposal
- M. Adjournment of the Meeting

Multi-Year Projection Summary - September 13, 2016

INCOME	14/15 ACTUALS	15/16 ACTUALS	16/17 BUDGET	17/18 BUDGET	18/19 BUDGET
8011-8089 TOTAL LCFF	10,874,660	12,397,758	13,077,903	13,605,277	13,818,263
TOTAL FEDERAL REVENUE	514,766	554,244	392,007	389,521	389,521
TOTAL STATE REVENUE	1,015,848	2,109,700	1,675,882	935,516	935,516
TOTAL LOCAL REVENUES	387,830	388,312	247,371	123,076	79,076
TOTAL REVENUES	12,793,104	15,450,014	15,393,163	15,053,390	15,222,376
EXPENDITURES					
TOTAL CERTIFICATED	5,939,658	6,468,062	6,353,368	6,345,256	6,385,589
TOTAL CLASSIFIED	1,847,681	2,047,601	2,179,507	2,207,598	2,235,411
TOTAL BENEFITS	<u>2,620,009</u>	<u>2,952,259</u>	<u>3,150,485</u>	<u>3,374,421</u>	<u>3,542,258</u>
SUBTOTAL SALARIES/BENEFITS	10,407,348	11,467,922	11,683,360	11,927,275	12,163,258
TOTAL BOOKS AND SUPPLIES	770,436	1,104,360	928,188	759,268	759,268
TOTAL TRAVEL, REPAIRS, UTILITIES, INS, OTHER	1,102,341	1,223,294	1,433,758	1,192,391	1,192,391
TOTAL CAPITAL OUTLAY	56,177	402,140	849,644		
TOTAL SELPA, COMMUNITY SCH, DEBT PYMT	603,624	765,140	970,420	1,000,000	1,000,000
TOTAL EXPENDITURES	12,939,926	14,962,856	15,865,370	14,878,934	15,114,917
TOTAL REVENUES LESS EXPENDITURES	-146,822	487,158	-472,207	174,456	107,459

\$441,014 will carryover to be spent 16-17 ↑
 \$441,014 was prior year income ↑

GENERAL FUND BEGINNING BALANCE	1,347,994	1,201,172	1,688,330	1,216,123	1,390,579
LESS AMOUNT ABOVE REVENUES LESS EXP	-146,822	487,158	-472,207	174,456	107,459
Less Reserve for Revolving Cash		-30,350	-30,350	-30,350	-30,350
less Reserves for Van/Bus, Tech, Textbooks		-125,000	-200,000	-275,000	-325,000
UNDISTRIBUTED GENERAL FUND RESERVE	1,201,172	1,532,980	985,773	1,085,229	1,142,688
% UNDISTRIBUTED RESERVE	9.28%	10.25%	6.21%	7.29%	7.56%
AMOUNT ABOVE (-BELOW) 5%	554,176	784,837	192,504	341,282	386,942

TOTAL ADA	1386.33	1404.81	1402.72	1402.72	1402.72
multiply x Average Amount per ADA	\$ 7,844	\$ 8,825	\$ 9,323	\$ 9,699	\$ 9,851
Total LCFF Funding Budgeted	\$ 10,874,660	\$ 12,397,756	\$ 13,077,903	\$ 13,605,277	\$ 13,818,263
% Increase over Prior Year	10.77%	14.01%	5.49%	4.03%	1.57%
CUSD P-2 ADA	1381.29	1399.72	1399.72	1399.72	1399.72
Adult Transition Class Reported by CCOE	5.04	4.02	3	3	3
Community School ADA Reported by CCOE	0	1.07	0	0	0
TOTAL ADA CUSD LCFF	1386.33	1404.81	1402.72	1402.72	1402.72

ASSUMPTIONS:

Same ADA Same ADA
 No New Staff No New Staff
 1 Retirement Te
 Infinite Campus+30K
 8.88% STRS 10.73% STRS 12.58% STRS 14.43% STRS 16.28% STRS
 11.7% PERS 11.847% PERS 13.888 PERS 16.6% PERS 18.2% PERS
Impact of Minimum Wage Increase for Classified is not budgeted as it is unknown-must be negotiated

Recommended Meal Price Increase

Effective January 1, 2017

	Current	New
Lunch K-8	\$ 2.50	\$ 2.75
Lunch 9-12	\$ 3.00	\$ 3.25
Adult Lunch	\$ 4.00	\$ 4.25
Breakfast 4-12	\$ 1.50	\$ 1.75
Adult Breakfast	\$ 2.50	\$ 2.75

Student Lunch Prices must make annual progress toward charging the Free Meal reimbursement rate of \$3.15

**COLUSA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA**

**State Requirements
Section Two**

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I. GOVERNANCE (Federally Required Policy --Assurance 13)

I-A. SELPA GOVERNANCE

The four school districts (Colusa Unified School District, Maxwell Unified School District, Pierce Joint Unified School District, and Williams Unified School District) in Colusa County have agreed to have the Colusa County Office of Education implement and operate this local plan. This designation was based on size and scope considerations, including the low incidence of exceptional children and geographical factors. The Colusa County Office of Education has the dual role of being Responsible Local Agency and providing all special education services.

Each district shall assist the Colusa County Office of Education in carrying out this plan. A three tiered governance structure was designed to facilitate implementation while eliciting input from Board Members and parents. The first tier is an Executive Committee, the second tier is a SELPA Council, and the third tier is the Colusa County Board of Education. The responsibilities of superintendents, district boards and the Colusa County Board of Education and their relationship to this tiered governance structure are defined below.

I-A-1. EXECUTIVE COMMITTEE: COUNTY AND DISTRICT SUPERINTENDENTS

The participation of each local education agency superintendent is essential to supporting the operation of the Special Education Local Plan Area. The superintendents will participate through monitoring the policies and procedures to carry out the special education programs and services and participating in the Executive Committee and SELPA Council.

POLICY: EXECUTIVE COMMITTEE

The local education agency governing boards of Colusa County SELPA agree to provide representation to the Executive Committee. Representatives from each agency shall include the superintendent from each district, the county superintendent, and SELPA Director/Director of Special Education. The functions of the Executive Committee are delineated in the Procedures.

PROCEDURES: EXECUTIVE COMMITTEE

The Executive Committee of the SELPA Council was established to: (1) provide guidance for the administration and implementation of the special education programs and services; (2) problem-solve situations arising in the program; and (3) make recommendations to the SELPA Council when recommended action involves budget or policy changes.

The Executive Committee is composed of the following members:

- (1) District Superintendent from each school district (one vote each)
- (2) County Superintendent (one vote)
- (3) SELPA Director/Director of Special Education (non-voting)

RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE:

- (1) Review and make recommendations on the Local Plan for Special Education to the SELPA Council.
- (2) Recommend priorities for special education services.
- (3) Advise the Administration on the deliverance of services.
- (4) Formulate and review policies on the provision of special education services, including transportation.
- (5) Review and make formal recommendations to the SELPA Council.
- (6) Elect chairperson for two year term in July or August. The chairperson shall chair meetings and review agenda items with the SELPA Director. The chairperson will also act as the SELPA Council chairperson. The committee could elect to rotate the chairperson in the following manner: Williams, Colusa, Pierce, Maxwell.
- (7) Participate in special education programs and services evaluations.

Meetings are scheduled monthly or as needed. Meetings will usually be scheduled so school employees can attend. The meetings are open to the public. In the event that a Superintendent cannot attend a meeting, he/she should notify the chairperson of his/her pending absence and may appoint a designee, if appropriate, with full voting rights and privileges.

A quorum shall be a minimum of three voting members. A minimum of three votes shall be required to enact decisions of the SELPA Executive Committee. If only three members are in attendance all decisions will require a unanimous vote.

Members of the SELPA Council will be invited to attend all Executive Committee meetings as non-voting members.

SUPERINTENDENTS' RESPONSIBILITIES:

Superintendents are responsible for contacting the Assistant Superintendent-Special Education/SELPA Director when a potential legal issue arises. The superintendents,

working with the SELPA Council, are responsible for providing appropriate space at school sites for special education programs and services.

The Executive Committee will review projected student enrollment and analyze available classrooms by March each year. The Executive Committee will determine facilities needs to be completed prior to the opening of school the following year. Classroom eligibility for the County Office of Education/Special Education enrollment will be included in the analysis.

I-A-2. SELPA COUNCIL BOARD MEMBERS:

The SELPA Council was established to provide a vehicle for the interests and concerns of each district and its constituents to be heard.

It is imperative that all stakeholders are represented in the planning and review of special education programs and services in Colusa County. The SELPA Council is designed to provide countywide representation through the following policies, procedures and responsibilities.

POLICY: SELPA COUNCIL

The local education agency governing boards of Colusa County SELPA agree to provide representation to the SELPA Council. Representatives shall include the superintendent from each district, the county superintendent, the SELPA Director/Director of Special Education, a member of the Community Advisory Committee for Special Education or their designee, and a Board member or designated representative from each school district board and the County Board of Education. The responsibilities are included in the Procedures. (See Appendix A for bylaws of the SELPA Council)

PROCEDURES: SELPA COUNCIL

The SELPA Council was formed to assist the Colusa County Office of Education in providing appropriate special education programs and services to individuals with exceptional needs who are found eligible by Federal and State laws and regulations.

The SELPA Council is composed of the following members:

- (1) District Superintendent from each school district (one vote each)
- (2) County Superintendent (one vote)
- (3) Board Member or designated representative from each school district board and County Board of Education (one vote each)

- (4) SELPA Director/Director of Special Education (non-voting)
- (5) COMMUNITY ADVISORY COMMITTEE (CAC) member or designee (non-voting)

RESPONSIBILITIES OF SELPA COUNCIL:

- (1) Review and approve special education budget for final approval by the Colusa County Board of Education.
- (2) Develop, review and approve special education policy.
- (3) Resolve conflicts among local education agency governing boards or their representatives concerning special education issues.

Meetings shall be open to the public and held at least two times a year or more as needed. A quorum consists of 6 of the 10 voting members. A member can send a proxy (Appendices B or C) or a designated person to vote. Proxies are counted in determining the existence of a quorum. A designee can be part of the quorum. No officer, agent, or employee of any other entity entitled to a Council vote may be appointed as a proxy by any other entity entitled to a SELPA Council vote. Each entity entitled to a SELPA Council vote shall be limited to a maximum of two proxies. The Chairperson of the Executive Committee shall act as the Chairperson of the SELPA Council.

Voting shall be a majority vote for all issues except budget.

~~A unanimous vote of members present shall be required for action related to the budget. For purposes of this paragraph "members present" includes all proxies. If a unanimous vote can not be achieved then the item shall be placed on each of the five board agendas within a time specified by the SELPA Council. The item would need a majority vote by each local board to pass the budget. If passed by all local boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by all local boards the SELPA Council will reconvene to continue discussion. This process would continue until a compromise is reached and the items are resolved.~~

Proposed changes after meeting 9-27-16

A unanimous vote of member's present shall be required for action related to the budget. For purposes of this paragraph "members present" includes **voting members of SELPA Council defined as the 5 Superintendents or selected alternate, the board representative for each district OR the selected board member alternate, i.e. District Business Official or other board member.** If a unanimous vote cannot be achieved, then the item shall be placed on each of the five board agendas at the latest the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by all local boards the SELPA council would reconvene to officially approve the SELPA budget. If not passed by all local boards, it will go back to SELPA council for a vote. A supermajority vote of 80% of member's present shall be

required for passage. If a supermajority vote cannot be achieved, then the item shall be placed on each of the five board agendas at the latest the next regular scheduled board meeting. The item would need a majority vote by each local board to pass the budget. If passed by 4 out of the 5 local boards the SELPA Council would reconvene to officially approve the SELPA budget. If not passed by all local boards the SELPA Council will reconvene to continue discussion. This process would continue until a compromise is reached and the items are resolved.

I-A-3. GOVERNING BOARD: COUNTY BOARD OF EDUCATION

The governing boards for each participating local education agency have designated the Colusa County Board of Education as the board to provide guidance for the implementation of the Local Plan.

POLICY: GOVERNING BOARD

The local education agency governing boards in Colusa County SELPA designate the Colusa County Board of Education as the governing board for the responsibilities and procedures below.

PROCEDURES: GOVERNING BOARD

The County Board of Education serves as the governing body for special education programs and services. Its duties include the following:

- (1) Approve the Local Plan for Special Education before submission to the State.
- (2) Review policy relative to the provisions of special education services in the county, after the recommended policy has been reviewed by the SELPA Council.
- (3) Make recommendations concerning the operation of special education programs and services.
- (4) Approve the special education budget after reviewing recommendations from the SELPA Council.

The County Office of Education is designated as the Responsible Local Agency for special education services. The responsibilities include, but are not limited to:

- (1) Receiving regionalized service funds.
- (2) Coordinating the implementation of the plan.
- (3) Implementing policies for due process decision.
- (4) Maintaining fiscal services for special education.

I-B. SELPA ADMINISTRATION

I-B-1. RESPONSIBLE LOCAL AGENCY (RLA) PROVISIONS

The member districts in the local plan have designated Colusa County Office of Education as the Responsible Local Agency for the SELPA. The County office provides dual services both as the Responsible Local Agency and as the service provider. The Colusa County Office of Education is designated to receive all federal and state funds allocated to the SELPA with Executive Council oversight, staffing for special education services is the responsibility of the County Office of Education.

The County Superintendent is the manager of the local plan. He/she or his/her designee directs and guides the implementation of the local plan board policies and decisions. The County Superintendent or designee when appropriate: (A) hires and evaluates all special education personnel; and (B) provides guidance to program personnel.

POLICY: RESPONSIBLE LOCAL AGENCY

The Local Education Agency governing boards in Colusa County SELPA designate the Colusa County Office of Education as the Responsible Local Agency (RLA) to operate this local plan. In the event that any member of the SELPA Council determines there is a need or reason to change the RLA the Transfer Plan in Section A shall be followed.

PROCEDURE: RESPONSIBLE LOCAL AGENCY

Assignments of Responsible Local Agency Responsibilities:

Every three years the SELPA Council reviews the responsibility of the Responsible Local Agency and determines the roles and responsibilities to be assigned with the position. These roles and responsibilities include:

- (1) Receive and distribute of regionalized services funds to include, but not limited to, personnel development, evaluation, data collection, management information system, curriculum development, program review, and interagency coordination.
- (2) Provide administrative support to Assistant Superintendent- Special Education/SELPA Director, SELPA Council, and Executive Committee.
- (3) Coordinate the implementation of the local plan.

EMPLOYMENT OF STAFF:

The County Superintendent, with input from the SELPA Executive Committee, shall determine the staff necessary for the special education programs. The County Superintendent is responsible for the employment of all staff. A representative from the

impacted district(s) may be appointed to participate in the hiring of special education certificated staff. A district superintendent or designee may have input in all certificated and classified staff evaluations, as consistent with contractual agreements. A parent may be invited to participate in the hiring of special education certificated staff.

I-B-2 SPECIAL EDUCATION ADMINISTRATION

All programs and services are provided through Colusa County Office of Education. Special education administration is provided by the Colusa County Office of Education in a dual role of Assistant Superintendent-Special Education/SELPA Director.

I-B-2-a. The Colusa County Office of Education Assistant Superintendent's primary responsibilities includes:

- (1) Carry out day-to-day supervision of all programs and services.
- (2) Serve as lead administrator when potential legal involvement is identified.
- (3) Ensure special education programs and services are available for all individuals with exceptional needs who are found eligible by Federal and State laws and regulations.
- (4) Develop annual income and expenditure budgets for the implementation of Special Education programs and services for the Special Education Local Plan Area.
- (5) Make Administrative Placements for transferring individuals with exceptional needs with an active Individualized Education Programs (IEP).
- (6) Develop administrative rules and regulations necessary to implement policies which affect the SELPA, not in conflict with Colusa County Office of Education policies, subject to the approval of the Executive Committee.
- (7) Report to County Board of Education concerning Special Education.
- (8) Establish committees to address ongoing concerns and needs of special education.
- (9) Act as a resource for district Special Education components of the Categorical Program Monitoring (CPM).
- (10) Implement and monitor any CPM special education corrective actions.
- (11) Receive, respond to, implement, and monitor:
 - Office of Civil Rights (OCR) Complaints

- Procedural Safeguards, complaints, and Due Process Findings.
- (12) Gather all data and submit reports required by the Federal Government and the State Department.
 - (13) Make staff assignments, supervise and evaluate special education personnel, with input from site administration. (Cross reference SELPA Admin-Employment of Staff)
 - (14) Meet with each District Management Team as needed.
 - (15) Provide information on trends and quality practices in Special Education
 - (16) Make presentations to groups on topics related to Special Education.
 - (17) Collaborate with non-public schools/agencies providing programs or services to individuals with special needs who reside within Colusa County Office of Education boundaries.
 - (18) Serve as a member of the Colusa County Office of Education leadership team.
 - (19) Participate in Individualized Education Plan meetings as needed.

The Executive Committee will assist the Colusa County Superintendent of Schools in hiring the Assistant Superintendent/Special Education. The Assistant Superintendent will be evaluated annually by the County Superintendent with prior written input from the Executive Committee, including, when appropriate, recommendation for continued assignment in the position.

I-B-2-b. The Colusa County SELPA Director's primary responsibilities include:

- (1) Act as executive secretary to the Executive Committee and SELPA Council; prepare agendas and information for its meetings and submit minutes for approval.
- (2) Serve as a liaison between the Executive Committee and the Community Advisory Council.
- (3) Act as a resource for the SELPA-wide Special Education Categorical Program Monitoring (CPM).
- (4) Act as a liaison to the State Department of Education, Department of Mental Health, Department of Health and Human Services, California Children's Services and any other agency in accordance with interagency agreements.
- (5) Provide management of Office of Civil Rights (OCR), due process and

complaints findings and share these findings, as appropriate, and coordinate necessary changes at the SELPA level.

- (6) Provide copies of parent rights which include information about low cost and/or free legal services in the area.
- (7) Coordinate meetings with nonpublic school personnel to determine educational costs.
- (8) Participate in State level SELPA meetings and share information, as appropriate, with superintendents, Community Advisory Committee (CAC), boards and community.
- (9) Submit waivers necessary for the implementation of the Local Plan.
- (10) Approve all purchases for low incidence materials, equipment and services.
- (11) Make contractual and administrative arrangements with other SELPA's serving Colusa County Special Education students.
- (12) Provide regionalized services including staff development.
- (13) Provide guidance and involvement in complex I.E.P. situations.
- (14) Manage California Special Education Management Information System /California Longitudinal Pupil Achievement Data System (CASEMIS/CALPADS) system and complete all reports required from the pupil count data.
- (15) Develop Local Plan procedures and forms for Special Education.
- (16) Develop policies for Special Education to be reviewed and approved by SELPA Council.
- (17) Track and represent SELPA on legislative issues.
- (18) Provide consultant services when appropriate.
- (19) Prepare and monitor budgets for federal, state and local funds.
- (20) Identify and pursue grant funding and other resources to support and/or increase programs and services
- (21) Ensure special education programs and services are available for all individuals with exceptional needs who are found eligible by Federal and State laws and regulations.

- (22) Establish committees to address ongoing concerns and needs of the SELPA.
- (23) Gather all data and submit reports required by the Federal Government and the State Department, SELPA, and the County.

The Executive Committee will assist the Colusa County Superintendent of Schools in hiring the SELPA director. The SELPA Director will be evaluated annually by the County Superintendent with prior written input from the Executive Committee, including, when appropriate, recommendation for continued assignment in the position.

REFERENCES: Education Code Section 56200(c)(1).

II. REGIONALIZED SERVICES (State Required Policy Federal Assurances 14-Personnel Qualifications)

II-A. ALLOCATION OF PROGRAM SPECIALISTS

Program Specialist allocation is determined by a state formula to provide funding for specialized support for instructional services and staff development.

POLICY: PROGRAM SPECIALIST

The local education agency governing boards of the Colusa County SELPA agree to provide Program Specialists through the Colusa County Office of Education. The Executive Committee will analyze and provide direction for distribution of Program Specialist services. Pupil count and CBEDS in each district will be considered in the allocation of Program Specialist services assignments. Program Specialists are supervised by the Assistant Superintendent Special Education/SELPA Director and are selected through the special education certificated employment procedure.

PROCEDURE: PROGRAM SPECIALIST

The Program Specialist's responsibilities include the following:

- (1) Observe, consult with, and assist special education staff.
- (2) Participate in and provide staff development to special education and regular education staff concerning special education.
- (3) Assure that pupils within Colusa County SELPA have full educational opportunity.
- (4) Plan programs, coordinate curricular resources, and assess effectiveness of programs for individuals with exceptional needs.

REFERENCE: Education Code Section 56220(c)(1), 56368, 56780.

II-B. ALLOCATION OF PARA EDUCATORS

Para educators are assigned based on student need and legal requirements. When the need for additional para educator time is identified, the Assistant Superintendent Special Education / SELPA Director will bring the request to the Executive Committee.

II-C. ALLOCATION OF REGIONALIZED SERVICES FUNDS

Regionalized Services funds are received by the Colusa County Office of Education and

utilized to support special education local plan area functions. Services including administration, report development, program specialists, in-services and others are important regionalized services. The budget is reviewed on an annual basis with the SELPA Council. When the need for additional Regionalized Services to be compliant with State and Federal Law is identified, the Assistant Superintendent Special Education / SELPA Director will bring the recommendation to the Executive Committee.

REFERENCE: Education Code Section 56780.

II-D. PERSONNEL DEVELOPMENT FUNDS

The in-service programs are the responsibility of the Assistant Superintendent Special Education / SELPA Director or designee. Refer to the Comprehensive System of Personnel Development in Section Three. This includes distribution and utilization of personnel development funds for staff and persons serving pupils birth through 21.

REFERENCE: Education Code Section 56240(g), 34 C.F.R. 300.224

II-E. LOW INCIDENCE FUNDS

Low incidence funds are designated by Federal and State resources to provide services, special books, materials and equipment for pupils who meet eligibility criteria for specific low incidence disabilities as documented in the I.E.P. (E.C. 56026.5).

Current Low Incidence Disabilities include: hearing impairments, vision impairments, and severe orthopedic impairments or any combination thereof.

POLICY: LOW INCIDENCE FUNDS AND SERVICES

The Local Education Agency of the Colusa County Special Education Local Plan Area will distribute low incidence funds based on needs documented by IFSP's and IEP's.

PROCEDURES: LOW INCIDENCE FUNDS AND SERVICES

The Assistant Superintendent Special Education / SELPA Director shall facilitate the distribution of funds according to the following process:

- (1) The IEP team for an eligible pupil with a low incidence disability who is in need of special resources shall prepare a request for funds including:
 - a. Pupil's eligibility category;
 - b. Description of low incidence services, special books; materials and/or equipment needs;
 - c. Submit proposal to Assistant Superintendent Special Education / SELPA

Director.

- (2) Assistant Superintendent Special Education / SELPA Director approves expenditures of Low Incidence funds based on IEP documentation.

If the recommendation is not approved for Low Incidence but is still necessary for providing needed education services, proposal will be funded in the regular special education expenditures.

REFERENCE: Education Code Section 56771

III. COMMUNITY ADVISORY COMMITTEE (CAC) (State required policy)

III- A. COMMUNITY ADVISORY COMMITTEE (CAC)

Each of the agencies in the SELPA provides support to the Community Advisory Committee (CAC). The policy and procedures included in the local plan describe this function.

POLICY: COMMUNITY ADVISORY COMMITTEE

The local education agency governing boards of the Colusa County SELPA agree to provide support to achieve CAC objectives. Each district Board of Trustees and County Office Board of Education appoints one representative to the CAC) based on suggestion for the current CAC members. Parents, community agencies, such as Mental Health, Alta Regional Center and California Children’s Services are invited to be non-voting participants. Terms of appointment are for two years and are staggered to ensure that no more than one half of the membership is renewed in any one year. The membership role and responsibilities are included in the following procedures:

PROCEDURES: COMMUNITY ADVISORY COMMITTEE

The CAC meets with the SELPA Director or designee no less than two times per year or more frequently as needed. The responsibilities of the CAC include the following:

- (1) Advise the SELPA Council regarding the development, amendment, and review of the local plan. The SELPA Council shall review and consider comments from the CAC. The plan is provided to the CAC at least thirty days prior to submission to the State Department of Education.
 - (2) Recommend annual priorities to be addressed by the plan.
 - (3) Assist in parent education and recruit parents and other volunteers who may contribute in the development and review of the local plan.
 - (4) Encourage community involvement in the development and review of the local plan.
 - (5) Support activities and promote community awareness on behalf of individuals with exceptional needs.
 - (6) Assist in parent awareness of the importance of school attendance.
 - (7) Report to their respective Board of Trustees or Board of Education at least annually, or on an as needed basis.
 - (8) Appoint a non-voting representative to serve on the SELPA Council.
- REFERENCES: Education Code Section 56200(c)(1), 56194 (a-f)

IV. SUPPLEMENTATION OF STATE / FEDERAL FUNDS (State Required Policy – Federal Assurance 17- Supplementation of State/Federal Funds)

IV-A. ACCOUNTING FOR FEDERAL FUNDS

The Colusa County Office of Education receives federal funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with Federal guidelines.

REFERENCE: Education Code 34 C.F.R. 300.299.

IV-B. ACCOUNTING FOR STATE FUNDS

The Colusa County Office of Education receives state funding for special education services. These resources are identified on budget systems to provide sufficient accountability. Expenditures are also identified and audited for compliance with State guidelines.

IV-C. ACCOUNTING FOR LOCAL CONTRIBUTION

The Colusa County Office of Education receives local contribution of district funds to cover the excess cost of providing the special education services. The local contribution supplements State and Federal Funds. For details of the budget process and procedures for determining distribution of excess costs, refer to Section II Annual Budget Planning.

V. MAINTENANCE OF FINANCIAL EFFORT (State Required Policy –Federal Assurance 18)

POLICY

It shall be the policy of the Colusa County SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

20 USC 1412(a)(19), CFR 30.231-2 and Ed. Code: 56205(a)(19)

VI. PUBLIC PARTICIPATION (State Required Policy- Federal Assurance 19)

POLICY

It shall be the policy of the Colusa County SELPA that prior to its adoption of policies and procedures, the Local Education Agency (LEA) shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

20 USC 1412(a)(20) and Ed. Code: 56205(a)

	Site Name	Description	Unit Cost	# of Units	Grant or Cash Match funds
CEWAN	Colusa County Office of Education	Polycom RealPresence Clariti 30-user license package; includes 3 years support	\$3,893.00	30	\$116,790.00
CEWAN	Colusa County Office of Education	Onsite implementation of Polycom RealPresence Clariti	\$19,200.00	1	\$19,200.00
CEWAN	Colusa County Office of Education	RPCS 1830 for RealPresence Clariti; includes 3 years support	\$24,856.00	1	\$24,856.00
CEWAN	Colusa County Office of Education	RPP Standard Integration to Lync	\$16,945.00	1	\$16,945.00
CEWAN	Colusa County Office of Education	Infrastructure shipping	\$620.00	1	\$620.00
CEWAN	Colusa County Office of Education	Shipping of all equipment in project	\$4,750.00	1	\$4,750.00
CCOE	Arbuckle Children's Center	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CCOE	Arbuckle Children's Center	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CCOE	Arbuckle Children's Center	Camera mount for HD Camera	\$119.00	1	\$119.00
CCOE	Arbuckle Children's Center	Codec mounting bracket	\$75.00	1	\$75.00
CCOE	Arbuckle Early Care and Education Center	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CCOE	Arbuckle Early Care and Education Center	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CCOE	Arbuckle Early Care and Education Center	Camera mount for HD Camera	\$119.00	1	\$119.00

CCOE	Arbuckle Early Care and Education Center	Codec mounting bracket	\$75.00	1	\$75.00
CCOE	CCOE Education Village	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
CCOE	CCOE Education Village	Educart Installation	\$2,000.00	1	\$2,000.00
CCOE	CCOE Education Village	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
CCOE	CCOE Education Village	Educart Installation	\$2,000.00	1	\$2,000.00
CCOE	Colusa Head Start & Colusa Pre-Kindergarten	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CCOE	Colusa Head Start & Colusa Pre-Kindergarten	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CCOE	Colusa Head Start & Colusa Pre-Kindergarten	Camera mount for HD Camera	\$119.00	1	\$119.00
CCOE	Colusa Head Start & Colusa Pre-Kindergarten	Codec mounting bracket	\$75.00	1	\$75.00
CCOE	Williams Children's Center	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CCOE	Williams Children's Center	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CCOE	Williams Children's Center	Camera mount for HD Camera	\$119.00	1	\$119.00
CCOE	Williams Children's Center	Codec mounting bracket	\$75.00	1	\$75.00
CCOE	Williams Head Start and State Preschool	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CCOE	Williams Head Start and State Preschool	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CCOE	Williams Head Start and State Preschool	Camera mount for HD Camera	\$119.00	1	\$119.00

CCOE	Williams Head Start and State Preschool	Codec mounting bracket	\$75.00	1	\$75.00
CUSD	Burchfield Primary School	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
CUSD	Burchfield Primary School	Educart Installation	\$2,000.00	1	\$2,000.00
CUSD	Colusa Unified School District	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
CUSD	Colusa Unified School District	1080 License for Group 500	\$1,923.00	1	\$1,923.00
CUSD	Colusa Unified School District	Camera mount for HD Camera	\$119.00	1	\$119.00
CUSD	Colusa Unified School District	Codec mounting bracket	\$75.00	1	\$75.00
CUSD	George E. Cain Children's Center	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
CUSD	George E. Cain Children's Center	Educart Installation	\$2,000.00	1	\$2,000.00
MUSD	Maxwell Elementary School	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
MUSD	Maxwell Elementary School	Educart Installation	\$2,000.00	1	\$2,000.00
MUSD	Maxwell Jr/Sr High School	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	2	\$19,540.00
MUSD	Maxwell Jr/Sr High School	1080 License for Group 500	\$1,923.00	2	\$3,846.00
MUSD	Maxwell Jr/Sr High School	Camera mount for HD Camera	\$119.00	2	\$238.00
MUSD	Maxwell Jr/Sr High School	Codec mounting bracket	\$75.00	2	\$150.00

MUSD	Maxwell Unified School District	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
MUSD	Maxwell Unified School District	1080 License for Group 500	\$1,923.00	1	\$1,923.00
MUSD	Maxwell Unified School District	Camera mount for HD Camera	\$119.00	1	\$119.00
MUSD	Maxwell Unified School District	Codec mounting bracket	\$75.00	1	\$75.00
PJUSD	Arbuckle Elementary School	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
PJUSD	Arbuckle Elementary School	Educart Installation	\$2,000.00	1	\$2,000.00
PJUSD	Pierce Joint Unified School District	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
PJUSD	Pierce Joint Unified School District	1080 License for Group 500	\$1,923.00	1	\$1,923.00
PJUSD	Pierce Joint Unified School District	Camera mount for HD Camera	\$119.00	1	\$119.00
PJUSD	Pierce Joint Unified School District	Codec mounting bracket	\$75.00	1	\$75.00
WUSD	Williams Elementary School	Polycom RealPresence Educart 500; includes 3 years support	\$20,825.00	1	\$20,825.00
WUSD	Williams Elementary School	Educart Installation	\$2,000.00	1	\$2,000.00
WUSD	Williams Junior-Senior High School	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
WUSD	Williams Junior-Senior High School	1080 License for Group 500	\$1,923.00	1	\$1,923.00

WUSD	Williams Junior-Senior High School	Camera mount for HD Camera	\$119.00	1	\$119.00
WUSD	Williams Junior-Senior High School	Codec mounting bracket	\$75.00	1	\$75.00
WUSD	Williams Unified School District	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
WUSD	Williams Unified School District	1080 License for Group 500	\$1,923.00	1	\$1,923.00
WUSD	Williams Unified School District	Camera mount for HD Camera	\$119.00	1	\$119.00
WUSD	Williams Unified School District	Codec mounting bracket	\$75.00	1	\$75.00
WUSD	Williams Upper Elementary School	Polycom RealPresence Group 500 Codec, Camera; includes 3 years support	\$9,770.00	1	\$9,770.00
WUSD	Williams Upper Elementary School	1080 License for Group 500	\$1,923.00	1	\$1,923.00
WUSD	Williams Upper Elementary School	Camera mount for HD Camera	\$119.00	1	\$119.00
WUSD	Williams Upper Elementary School	Codec mounting bracket	\$75.00	1	\$75.00

(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

mail original and two copies to: **California Department of Education**
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

LEA Plan Information:

Local Educational Agency (LEA): Colusa Unified School District
County/District Code: 06-61598
Dates of Plan Duration: 2016-2021
(should be five - year plan)
Date of Local Governing Board Approval: 10/11/2016

LEA Information:

Superintendent: Dwayne Newman
Address: 745 10th St.
City, State Zip: Colusa, CA 95932
Phone: 530.458.7791
Fax: 530.458.4030

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Dwayne Newman	10/11/2016	_____
Printed or typed name of Superintendent	Date	Signature of Superintendent
Kelli Griffith-Garcia	10/11/2016	_____
Printed or typed name of Board President	Date	Signature of Board President

**Local Education Agency Plan
Colusa Unified School District**

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Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvttools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps	
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members.
X	3. Develop or revise performance goals
X	Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
X	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
X	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

State Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
X	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
	Other (describe):
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		246837	232580	94
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality		80489	80489	100
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient		43766	42908	98
Title III Immigrants		1813	1813	100
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice Adult Education				
Career Technical Education	21366		210366	100
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Perkins		9102	8628	95

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program		250200	238286	95
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

The mission of Colusa Unified School District is to provide a safe, student-centered, high quality education to ALL students.

Definitions:

Safe-

- Physically safe
- Emotionally and psychologically safe
- Intellectually safe

Student Centered-

- To provide a truly student centered education we must put the needs of students above all else. In practical terms a student centered education demands that effort and commitment are not enough, we take a no excuses attitude and find ways to meet the needs of our students.
- Student needs come first.
 - o If it's necessary for student learning, we do it.
 - o If it's necessary for student success, we do it.
 - o If it's necessary for student safety, we do it.
 - o If it's necessary for student health, we do it.
 - o If it's better for the students, but more effort for the adults, we do it.

High Quality Education-

- A high quality education requires excellent instruction. Lessons are aligned with standards, engaging, well planned, expertly delivered, fairly and frequently assessed.
- Expectations for learning are deeper than they are broad. We teach higher level thinking skills and demand authentic demonstrations of skill mastery.
- Our expectations for students are at the highest levels. We don't aspire to be average, we aspire to be the best. Students should be expected to master the content. Which means that we don't expect our average student to know an average amount, we work until every student understands the content in a deep and meaningful way.
- Every student should be on a trajectory to achieve at the top, whether it be measured by a standardized test, an art competition, or an athletic contest. This implies that we commit to constantly improving ourselves, and dedicate ourselves to becoming individually and organizationally excellent.
- In order to provide a truly high quality education, every staff member must be working to constantly improve their skills. We require expertise of ourselves, and depend upon one another to help grow our skill set.

ALL Students-

- We take responsibility for all students in our system, and work collaboratively to build an ever improving system which focuses on achievement growth.
- We recognize that students come to us at different levels of achievement. But hold a shared commitment to finding ways to eliminate achievement gaps.
- Our students come from a variety of cultural and social backgrounds. We constantly work to use this diversity to strengthen our system.

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

- Cooperation with our families means we set a goal of 100% of our parents actively engaged in their student's education.
- An excellent education means we expect our students to achieve at above average levels. We are not satisfied with good, we strive for, plan for, and get great achievement.

- A well - balanced education combines academics and activities. It introduces students to academics, arts and real world experiences as well as providing the foundational skills necessary for success in post-secondary learning or in the world of work.
- Notice that we do not say students "...have an opportunity to gain necessary skills," our vision is to ensure that every student has the skills necessary. We value effort but expect results.
- The skills we feel necessary are those skills which have been identified as keys to success in the 21st Century: Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction, and Creativity.

Colusa Unified School District is located approximately 60 miles north of Scaramento. The community is the county seat for Colusa county, making access to support agencies very convenient. Colusa has a population of 5600. Most of the population is employed in agriculture and the town is considered a family-centered community. The district is comprised of three schools serving kindergarten through twelfth grade and two alternative education programs (Colusa Alternative High School and Colusa Alternative Home School) :

K-3 Burchfield Elementary School
 4-8 Egling Middle School
 9-12 Colusa High School/Colusa Alternative High School

Burchfield Elementary School serves 449 students and consists of 25 classrooms and a library media center. The student body is 74% Hispanic, 20% white and a small percentage of African American and American Indian. The percentage of English Learners is significant, totaling 46% of the students, as is the percentage of students on free/reduced lunch at 65%. Burchfield Elementary School staff and community strive to work together to create programs and deliver instruction which builds the foundation necessary for educational success. For every student, there is a strong focus on a well-balanced education with high standards aimed at excellence and student empowerment. Parents play very important roles through their active participation and involvement in the school site councils, various annual events and special activities, and volunteering their service in and out of the classroom. Burchfield Elementary has a strong whole-school family atmosphere with an emphasis on common values for all. Interventions such as after-school programs, reading specialists, in-school tutoring, and summer school are offered for students who have been retained or are at risk of being retained.

Egling Middle School serves 549 students and consists of 28 classrooms, a 4-6 library media center, a 7-8 library media center, and 3 computer labs of between 15–30 computers each. The student body is 25% white, 70% Hispanic, 3% American Indian and a small percentage of African American, Asian and Pacific Islander. The percentage of English Learners and students on free/reduced lunch is significant at 27% and 65% respectively. Egling Middle School staff is very cohesive and articulates well through grades 4-8. The school also benefits from strong parent support in site council, PTA, Friends of Music, and various other entities. Students in this school benefit from a well-balanced academic intervention program, as well as a variety of opportunities in music, activities and athletics. It is the culture of this school to honor academic and activity achievement through many special functions. Retained and at-risk students have options of after-school tutoring and summer school.

Colusa High School, Colusa Alternative High School and Colusa Home School serve a combined population of 476 students. Colusa High School serves 400, of which 35% are white, 61% are Hispanic, and a small percentage of African American, Asian, American Indian and Pacific Islander. Colusa USD alternative education programs (Colusa Alternative High School, Independent Study, and Colusa Home School) make up the remainder of this population. English Language Learners are somewhat significant here as they total 13% of the population, as are students on free/reduced lunch as they total 50%. CHS has a number of vocational and academic tracks available to students ; these include strong Agriculture and Business programs, as well as an Environmental Science Academy. Students are also exposed to well-balanced activities and athletic programs. Colusa Home School program employees teachers to serve a K-12 population of home-schooled and independent study students. This program has grown significantly in the past two years and now includes a center for students to utilize for extra assistance . All CUSD schools allow home school students to access programs and activities, thus giving this population many opportunities. The CHS campus, which houses the comprehensive school program and the alternative high school also qualifies for the district's current modernization activities. Additionally, students are afforded targeted tutoring and summer school opportunities.

Local Measures of Student Performance (other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

At the lower elementary level district created assessments aligned to State standards to measure student growth and attainment.

At grades 3-8, assessment is a combination of curriculum based assessments, tech based benchmark assessments (Star Reading, Star Math, etc.) and State Academic assessments -SBAC, CAASPP.

At the High School level the district is currently using CBA's but is working on creating its own benchmark assessments for each curriculum area. AP course enrollment, and AP test passing rates as well as Grade 10 State Academic Assessments - SBAC, CAASPP are also used to measure academic performance.

The CELDT test is used at all levels for English Language Learner students.

Science is tested using the CA STAR tests at grades 5,8, and 10.

Special Education Students may take the CMA or CAA.

Performance Goal 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Clear Learning Objective posted & referenced - Staff will be expected to post and refer to standards aligned objectives. Use a Reading Specialist (at BPS and EMS) who assist teachers in implementation of best practice instructional strategies, and use of assessments to drive improvement. Provide 5 trained Paraprofessionals to frontload language acquisition skills in Grade 1. Continue to train teachers and focus feedback on best practice strategies for instruction of ELL students. Site Principals will complete frequent walk-thru observations and offer critical feedback to teachers. After School Program will supplement content instruction with academic support aligned to content standards.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Reading Specialist Salaries Paraprofessional Salaries After school Salaries</p>	<p>\$334,000</p>	<p>General Fund Title I for Professional Development Title 1 funding for Reading Specialists Title 1 funding for Paraprofessionals ASES Grant</p>
<p>2. Use of standards-aligned instructional materials and strategies: Assess and adopt ELA / ELD curriculum in December 2016 Implement designated ELD curriculum at grades K-8 Plan for implementation of NGSS, and revised Social Studies standards. Continue to focus teacher feedback on Best Practice instructional strategies.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>PD in Math, ELA, ELD, ELL, and Standards</p>	<p>\$20,000</p>	<p>General Fund Title I for Professional Development Title 1 funding for Reading Specialists Teacher Effectiveness Grant ASES Grant</p>
<p>3. Extended learning time: Students who do not meet benchmarks are regrouped for added instruction during the school day. 3 hours per week from Oct - May a teacher from each grade level will provide Supplemental Educational Services (Grades K-8) K-8 Summer school targeting Title 1 eligible students, Migrant, and ELL students - held in summer 2017. 9-12 Credit recovery summer school will be held for grades 9-12.</p>	<p>Principals, Teachers</p> <p>Timeline: Tutoring Oct - May Summer School June16 - July 17</p>	<p>Salaries, software subscriptions, instructional supplies.</p>	<p>3hr/wk K-8 Tutoring Salaries \$50,000 Summer school Salaries \$45,000 Instructional Supplies \$25,000</p>	<p>General Fund Tutoring Salaries designated GF as repayment for Title I as mandated by FPM.</p>
<p>4. Increased access to technology: Implement use of classroom technology utilizing the upgraded district-wide cable plant Train teachers on new gradebook and data warehouse software - Illuminate Adopt new Student information System software; train staff and administration Adopt K-3 ELD designated instructional time software and train staff Revise district and county policies in regards to BYOD..</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) Technology Director Superintendent School Board Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Anticipated expenditures include infrastructure, software and end user devices.</p>	<p>Up to \$150,000/year over the term of the plan</p>	<p>General Fund Title 1 professional Development funds Teacher Effectiveness Grant funding</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Training Topics for the 16-17 School Year: Professional Learning Communities approach to improvement Data & Assessments (and related software) Benchmark assessment creation and use for improvement Curriculum, NGSS & Common Core (and new Social Studies Standards) Planning & implementation of interventions particularly as applied to ELL/LowSES students Measurement of intervention effectiveness. Instructional strategies - particularly for closing achievement gaps (economic, ethnic) Lesson Planning Evaluating Student Work</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Possible staff compensation for additional time. Instructional coaches. Training access - webinars, videos, conferences</p>	<p>\$150,000</p>	<p>General Fund Title 1 professional Development funds Teacher Effectiveness Grant funding</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Continue with ELAC/DLAC and Site Council Meetings. Ensure each Committee is provided required notifications and opportunity to evaluate assessment results Continue with District and Site-level Newsletters, Class / Grade level Newsletters, auto-dialed phone messages, email blasts and district / school website updates and invitations for involvement. Present information on procedures, parent outreach and assessment results to parents at conferences, via public meetings, at board meetings, and by submission of information to local media.</p>	<p>CELDT Coordinator Bi-lingual Parent Liaison Principal Superintendent Teachers Principals</p> <p>Timeline: Ongoing</p>	<p>Fee for online survey software. Nominal amounts for refreshments at meetings / forums.</p>	<p><\$5,000</p>	<p>General Fund Title I when applicable Title III when applicable</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Transition meetings between staff when students transfer between sites. Back-to-School nights for parents (targeted for parents of transferring students) Freshman Orientation at CHS.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) Counselors</p> <p>Timeline: Ongoing</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness: Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10% growth (Average per Cohort) for FRPL, minority and ELL students. At Grades K-2 the number of students meeting end of year targets for BPST, HFW, and WLR and other assessment scores will increase by 5% Students completing A-G requirements will increase by 3% from previous year EL's who show adequate growth will increase by 5% English Language Learners who are reclassified will increase by 7% from previous year AP pass rate (score of 3 or higher) will be above 70% Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year</p> <p>SPSA and LEAP program effectiveness reviews occur in August / Sept. meetings following release of data. (Site Councils, ELAC/DLAC.)</p>	<p>Presentations by Superintendent, Principals, Vice-Principals to CUSD Board of Education at Regular meeting; Analysis at staff meetings, DELAC/ELAC and School Site Councils.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>9. Targeting services and programs to lowest-performing student groups: Daily ELD instruction integrated in ELA instructional time. Daily schedule-embedded ELA intervention time - used for designated ELD instruction for targeted students . After school tutoring for Title 1 eligible low performing students Summer school for Migrant, Immigrant, ELL, and low performing Title 1 eligible students.</p>	<p>All Instructional Staff Migrant Ed. Staff</p>	<p>Instructional coaches. Training access - webinars, videos, conferences</p>	<p>3hr/wk K-8 Tutoring Salaries \$50,000 Summer school Salaries \$45,000 Instructional Supplies \$25,000</p>	<p>General Fund Tutoring Salaries designated GF as repayment for Title I as mandated by FPM. Title III Migrant Title III Immigrant -</p>
<p>10. Any additional services tied to student academic needs:</p>				

Performance Goal 1 (continued):

All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Clear Learning Objective posted & referenced - Staff will be expected to post and refer to standards aligned objectives. Use a Reading Specialist (at BPS and EMS) who assist teachers in implementation of best practice instructional strategies, and use of assessments to drive improvement. Continue to train teachers and focus feedback on best practice strategies for instruction of ELL students. Site Principals will complete frequent walk-thru observations and offer critical feedback to teachers. After School Program will supplement content instruction with academic support aligned to content standards.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Reading Specialist and Paraprofessional Salaries After School Staff Salaries</p>	<p>\$334,000</p>	<p>General Fund Title I for Professional Development Title 1 funding for Reading Specialists Title 1 funding for Paraprofessionals ASES Grant</p>
<p>2. Use of standards-aligned instructional materials and strategies: Continue to support/train teachers in use of 2015 adopted math curriculum. Continue to focus teacher feedback on Best Practice instructional strategies.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>PD in Math, ELA, ELD, ELL, and Standards</p>	<p>\$20,000</p>	<p>General Fund Title I for Professional Development Title 1 funding for Reading Specialists Teacher Effectiveness Grant ASES Grant</p>
<p>3. Extended learning time: Students who do not meet benchmarks are regrouped for added instruction during the school day. 3 hours per week from Oct - May a teacher from each grade level will provide Supplemental Educational Services (Grades K-8) K-8 Summer school targeting Title 1 eligible students, Migrant, and ELL students - held in summer 2017. 9-12 Credit recovery summer school will be held for grades 9-12.</p>	<p>Principals, Teachers</p> <p>Timeline: Tutoring Oct - May Summer School June16 - July 17</p>	<p>Salaries, software subscriptions, instructional supplies.</p>	<p>3hr/wk K-8 Tutoring Salaries \$50,000 Summer school Salaries \$45,000 Instructional Supplies \$25,000</p>	<p>General Fund Title 1 professional Development funds Teacher Effectiveness Grant funding</p>
<p>4. Increased access to technology: Implement use of classroom technology utilizing the upgraded district-wide cable plant Train teachers on new gradebook and data warehouse software - Illuminate Adopt new Student information System software; train staff and administration Revise district and county policies in regards to BYOD..</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) Technology Director Superintendent School Board Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Anticipated expenditures include infrastructure, software and end user devices.</p>	<p>Up to \$150,000/year over the term of the plan</p>	<p>General Fund Title 1 professional Development funds Teacher Effectiveness Grant funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Training Topics for the 16-17 School Year: Professional Learning Communities approach to improvement Data & Assessments (and related software) Benchmark assessment creation and use for improvement Curriculum Planning & implementation of Math interventions particularly as applied to ELL/LowSES students Measurement of intervention effectiveness. Instructional strategies - particularly for closing achievement gaps (economic, ethnic) Lesson Planning Evaluating Student Work</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) ASES Staff Superintendent Selected Consultants/Trainers</p> <p>Timeline: Ongoing</p>	<p>Possible staff compensation for additional time. Instructional coaches. Training access - webinars, videos, conferences</p>	<p>\$150,000</p>	<p>General Fund Title 1 professional Development funds Teacher Effectiveness Grant funding</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Continue with ELAC/DLAC and Site Council Meetings. Ensure each Committee is provided required notifications and opportunity to evaluate assessment results Continue with District and Site-level Newsletters, Class / Grade level Newsletters, auto-dialed phone messages, email blasts and district / school website updates and invitations for involvement. Present information on procedures, parent outreach and assessment results to parents at conferences, via public meetings, at board meetings, and by submission of information to local media.</p>	<p>CELDT Coordinator Bi-lingual Parent Liaison Principal Superintendent Teachers Principals</p> <p>Timeline: Ongoing</p>	<p>Fee for online survey software. Nominal amounts for refreshments at meetings / forums.</p>	<p><\$5,000</p>	<p>General Fund Title I when applicable Title III when applicable</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Transition meetings between staff when students transfer between sites. Back-to-School nights for parents (targeted for parents of transferring students) Freshman Orientation at CHS.</p>	<p>Principals, Teachers & Paraprofessionals (Instructional Aides) Counselors</p> <p>Timeline: Ongoing</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>8. Monitoring program effectiveness: Scores on SBAC ELA and math will show 5% growth (Average per Cohort), and 10% growth (Average per Cohort) for FRPL, minority and ELL students. At Grades K-2 the number of students meeting end of year targets for number identification, and basic operations will increase by 5% Students completing A-G requirements will increase by 3% from previous year EL's who show adequate growth will increase by 5% AP pass rate (score of 3 or higher) will be above 70% Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year SPSA and LEAP program effectiveness reviews occur in August / Sept. meetings following release of data. (Site Councils, ELAC/DLAC.)</p>	<p>Presentations by Superintendent, Principals, Vice-Principals to CUSD Board of Education at Regular meeting; Analysis at staff meetings, DELAC/ELAC and School Site Councils.</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: Daily schedule-embedded intervention time. After school tutoring for Title 1 eligible low performing students Summer school for Migrant, Immigrant, ELL, and low performing Title 1 eligible students.	All Instructional Staff Migrant Ed. Staff	Instructional coaches. Training access - webinars, videos, conferences	3hr/wk K-8 Tutoring Salaries \$50,000 Summer school Salaries \$45,000 Instructional Supplies \$25,000	General Fund Tutoring Salaries designated GF as repayment for Title I as mandated by FPM. Title III Migrant Title III Immigrant -
10. Any additional services tied to student academic needs:				

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none">meeting the annual measurable achievement objectives described in Section 3122;making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));	<p>CUSD provides English Language Development embedded in ELA instruction k-12. Teachers support ELL students using SDAIE strategies to assist students in meeting expectations.</p> <p>Students in Grades K-8 are also supported by classroom tutoring delivered by a qualified bilingual instructional aide / paraprofessional (Funded through Title III Limited English Proficient).</p> <p>Also at K-12, ELL students receive designated English Language Development instructional time in addition to their ELA instruction. The district's program of English immersion supplemented by the listed supports serve the majority of students. At the request of the parents, students may access curriculum in their home language with instructional supports as well.</p> <p>The district is increasing the number of tech devices in an effort to make web access increasingly available to more students. Schools are piloting ELL software and utilizing web-based resources in classrooms.</p> <p>A new ELA curriculum with integrated ELD is slated for adoption in December 2016. Training for teachers is scheduled for Spring 2017 and full rollout of implementation for Fall 2017.</p> <p>Sites are piloting / assessing designated ELD curriculum with a similar schedule for adoption and rollout.</p> <p>Subgrants are used to fund the salaries and benefits for the two qualified bilingual instructional aides / paraprofessionals at K-8. The paraprofessional from Egling Middle school also provides one hour of service to the ELL students at Colusa High School.</p> <p>ELL Students at all levels are assessed using the CELDT and CAASPP tests to determine proficiency or progress toward proficiency. The district, and each site, yearly report to the Board of Education on the CELDT and CAASPP results. The results are also shared with School Site Councils, ELAC & DLAC, as well as published on the school website. The analysis of the test results by those groups lead to modifications of instructional plans, curriculum maps, and budget planning.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The Bi-lingual Parent Liaison is tasked with facilitating outreach to parents of minority and ELL students. The district provides all websites in English with a machine-translated version in Spanish. Newsletters and other information from the district or site are translated and sent home in English or Spanish depending on the primary language identified in the Home Language Survey. Auto-dialed calls are provided in both languages.</p> <p>The BPL arranges Parent/Teacher conferences by making individual phone calls to all Spanish - speaking parents. The district hires translators for the actual PT conference.</p> <p>The BPL also serves as translator at district or site events - Back to School Nights, Awards Ceremonies, Assemblies, etc.</p> <p>The district participates in a cooperative program funded through the Mexican Consulate which offers classes to parents. Those classes include English Instruction, Nutrition, Computers and Citizenship Preparation for parents seeking US citizenship. Additionally, the district cooperatively plans college fair trips with the other surrounding districts and the Mexican Consulate.</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Provide ELA/ELD instruction based on CA CCSS and ELD standards and associated frameworks.</p> <p>Support schools in planing and providing designated ELD instruction which scaffolds ELA skills.</p> <p>Support teachers in assessing student's language skills.</p> <p>Support teachers in creating effective lesson plans through ongoing job-embedded professional development (PLCs).</p> <p>Support teachers by implementing budgeting practices which allow them to acquire materials and equipment needed for effective ELD instruction.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>District provided training for best instructional practices in classrooms with ELL students.</p> <p>Develop rich collaborative conversations in PLCs around the issue of ELL instruction</p> <p>Offer options for acquisition and use of various ELL assessment tools.</p> <p>Supporting collaborative planning time.</p> <p>Implementing schedule changes to ensure uninterrupted ELA/ELD instructional time.</p> <p>District trainings include best instructional practices for classrooms with ELL and poverty students.</p> <p>Site trainings include both ELA and Math Curriculum address CA CCSS alignment / frameworks.</p> <p>Using strategies for close reading are also planned.</p> <p>Operations of SIS, and Assessment software will facilitate data gathering for the teach/Assess/ Evaluate/Plan cycle.</p> <p>PD will be delivered by local, regional and nationally recognized experts. Including directors from Sutter County OE, Sacramento COE, and others. Teachers new to the District who do not possess a clear credential participate in the mandatory Induction Program offered by a Tri-County Consortium. During TCIP training, best practices for ELL instruction are covered.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Instructional coaching and feedback are embedded in the PD processes. Principals use the California Standards for the Teaching Professional to guide evaluations of instructional staff.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: Instructional staff use CELDT, STAR Reading and CBA results to monitor ELL progress and program efficacy. Objectives are monitored during staff collaboration meetings and also during data meetings. Teachers will use explicit direct instruction during both the integrated and designated ELD times. K-12 teachers use appropriate scaffolding techniques based on CELDT proficiency level</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Check if Yes: X</p> <p>If yes, describe: Informal tutoring is available before school, during lunch and after school. K-8 students get designated ELD time in addition to their core ELA/ELD instructional time. 9-12 students who remain identified as ELL are provided with a period of designated ELD instruction. K-8 formal targeted tutoring will be available 3hrs./week for the 16-17 school year. Reading Specialists, and Special Education teachers supply intensified instruction. Bilingual Paraprofessionals support intensified instruction in the classroom. Jumpstart (summer school) and Kinder Camp are targeted supplemental instructional services offered in July & August.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Check if Yes: X</p> <p>If yes, describe: Migrant Education and CUSD work together to offer summer school, and targeted tutoring during the school year. DLAC and ELAC committees serve as communication venues to insure services at all sites are integrated and coordinated. Sites hold Parent Nights (with interpreters) where parents are informed about standards and curriculum, and trained in</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Check if Yes: X</p> <p>If yes, describe: All the activities described above are designed to improve ELA proficiency and achievement.</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe: CUSD collaborates with Plaza Comunitaria Valentina to offer community based English classes to parents. (As well as Computer, Nutrition, Parenting, and Citizenship classes.)</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Allowable Activities

<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: X</p> <p>If yes, describe:</p> <p>The district is increasing the number of tech devices in an effort to make web access increasingly available to more students. Schools are piloting ELL software and utilizing web-based resources in classrooms.</p> <p>A new ELA curriculum with integrated ELD is slated for adoption in December 2016. Training for teachers is scheduled for Spring 2017 and full rollout of implementation for Fall 2017. The ELA curriculum committee evaluates potential programs based in part on the availability of supplemental, tech-based materials.</p> <p>Sites are piloting / assessing designated ELD curriculum with a similar schedule for adoption and rollout.</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes:</p> <p>If yes, describe:</p>

**Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	A letter is mailed or hand delivered to parents.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	This information is included in the letter mailed to parents.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	This information is included in the letter mailed to parents.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	This information is included in the letter mailed to parents, as well as being discussed during parent conferences.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	Direct communication during parent conferences.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	This information is included in the letter mailed to parents, as well as being discussed during parent conferences.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Direct communication during parent conferences.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	A letter is mailed or hand delivered to parents.
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	A letter is mailed or hand delivered to parents.
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	A letter is mailed or hand delivered to parents.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes:</p> <p>If yes, describe:</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes:</p> <p>If yes, describe:</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes:</p> <p>If yes, describe:</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: X</p> <p>If yes, describe: CUSD spends its yearly allocation of Title III Immigrant funds on supplemental curriculum materials for immigrant students.</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes:</p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe:</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Strengths	Needs
Most CUSD teachers are classified as Highly Qualified. Intern, PIP, STIP, and Preliminary Credential holders participate in support programs / training programs which are designed to lead them toward fully credentialed and HQ status.	Ongoing training in: Data & Assessments Benchmark assessments Curriculum & Common Core Pacing guides Planning & implementation of interventions. Measurement of intervention effectiveness. Instructional strategies - general Instructional strategies - targeted for ELL and FRPL students Lesson Planning Evaluating Student Work

**Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.**

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Professional learning in CUSD is linked to the California Standards for the Teaching Profession. Teachers and site administrators collaboratively decide what additional training is necessary and prioritize training topic.</p> <p>State and local assessment data is analyzed and the results drive discussions about training topics. For 16-17 the focus is on closing the achievement gaps - based on data indicating that cohort growth is happening, but the gap between sub-groups is not closing.</p> <p>Training for specific curriculum and programs are driven by the LCAP implementation schedule.</p> <p>Teachers participating in TCIP receive standard-specific support for induction.</p>	<p>Administrators and Teachers/ Yearly in April & May</p> <p>Teachers, Administrators/ Ongoing</p>	<p>PD trainings, conferences, materials</p> <p>Curriculum materials</p> <p>TCIP Mentor Stipends</p>	<p>\$120,000</p> <p>\$125,000</p> <p>\$10,000</p>	<p>Title 1, Teacher Effectiveness Grant</p> <p>General Funds</p> <p>General Funds</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>CUSD initiatives are related to full implementation of a standards aligned curriculum and best practice instructional strategies. These efforts are guided by the work of Marzano, Schmoker, DuFour, Hill & Flynn, and Reeves - among others.</p> <p>The professional learning between colleagues is known to produce the most significant and long term achievement gains. Those gains are based primarily on what happens between a teacher and his/her students in the classroom. The district's efforts are focused on supporting and facilitating learning for teachers to improve their instruction, and sharing the results among colleagues.</p>	<p>All instructional staff / Ongoing</p> <p>All instructional staff / Ongoing</p>	<p>No Costs</p> <p>Costs embedded in providing time for PLC's: substitutes, and conferences</p>	<p>NA</p>	<p>General Funds</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>CUSD examines and disaggregates data by subpopulations from multiple measures to determine program strengths, and weaknesses. Staff development focuses on research based instructional strategies and how best to scaffold learning for those students. The research is clear that quality first instruction is the foundation of closing achievement gaps and building sustainable systems of high performance.</p>	All Instructional Staff / Ongoing	<p>No Additional Costs</p> <p>Yearly subscription for Illuminate Data and Assessment software</p>	<p>NA</p> <p>\$7,000</p>	<p>NA</p> <p>General Funds</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The DO staff assist sites in planning by: Disaggregating data and supplying support for data analysis. Encouraging teacher leaders to help formulate improvement plans and associated Professional Learning. Allocating funding based on site-specific needs and professional staff goals. Coordinating PD activities to facilitate involvement. Seeking out and disseminating information on PD activities available locally, regionally and nationally.</p>	All Instructional Staff / Ongoing	<p>PD trainings, conferences, materials</p> <p>Curriculum materials</p> <p>TCIP Mentor Stipends</p>	See #1 above	See #1 above
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Professional development activities will focus on meeting the needs of teacher and principals as they express those needs through the LCAP development process and via surveys. Staff input is always taken as a guide for PD planning in CUSD. Additional training is then based on the administrative team's data analysis. Ongoing needs for training in management areas - computer programs, district procedures, etc. are scheduled as new staff are hired. Opportunities for additional training arise as academic conferences are announced.</p>	All Instructional Staff / Ongoing	No Additional Costs	NA	NA
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Teachers will have tech-related PD in several areas: Data analysis (Illuminate Software) SIS / Management Software (Infinite Campus) Instructional software - site specific / content specific</p>	All Instructional Staff / Ongoing	No Additional Costs	See #1 above	See #1 above

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Access to technology is increasing yearly at CUSD. Over the last 4 years the student/device ration has dropped from about 5/1 to nearly 1/1 on all campuses. The district installed Wireless network access in all district buildings and upgrades networks to 10Gb capacity. Teachers have access to on-line PD as well as release time for PLC's where instructional technology integration is a topic of discussion.</p>	DO and Site Staff / Ongoing	Replace cable plant and increase number of student devices	\$830,000	General Funds Measure A Bond Funds
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The LEA goals parallel the LCAP goals and are generated out of those same discussions. Parents, students, teachers, staff and community stakeholders assist in data analysis, need identification, resource allocation, and implementation planning at all sites.</p>	All Staff / OPngoing	No Additional Costs	NA	NA
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Trainings will be offered to teachers on the following topics: Best practice instructional strategies Specific instructional strategies for improving outcomes for ELL students. Specific instructional strategies for improving outcomes for FRPL eligible students. Love and Logic training, along with Peacebuilders refreshers at Burchfield Primary. Other applicable trainings at middle and high school levels. District wide trainings on communication with parents and parent involvement strategies. Data analysis trainings tied to the tech trainings detailed above.</p>	All Instructional Staff / Ongoing	PD trainings, conferences, materials Curriculum materials TCIP Mentor Stipends	See #1 above	See #1 above

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Funds will be used to pay TCIP mentors and to provide trainings needed for teachers to become Highly Qualified.</p>	<p>All Instructional Staff / Ongoing</p>	<p>PD trainings, conferences, materials</p> <p>Curriculum materials</p> <p>TCIP Mentor Stipends</p>	<p>See #1 above</p>	<p>See #1 above</p>

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
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monthly and reviews plans or discusses safety topics.
Schools provide activities for typically disenfranchised students: Friday Night Live & Club Live.
The district and schools have clear, uniformly enforced student attendance and behavior policies.
Emergency drills are scheduled and held on a regular basis.
Drills for different events are held - Lockdown, Lockout, Shelter, and Evacuate.
The newly upgraded (Summer 2016) intercom and fire alarm systems provide redundant systems for communication during emergencies.
All emergency procedures are shared with itinerant and substitute staff to improve response and decrease response time.
The District uses a Standard Response Protocol which announces emergencies and gives simple clear verbal instructions for response. (NO code words or phrases which might confuse staff or students.)
CUSD cooperates with County Probation to offer Cyberbullying prevention and response classes to students and parents.
Peacebuilders (school citizenship) lessons taught grades K-3.
Love and Logic behavior program implemented K-3.
Positive Behavioral Support activities embedded in K-12 discipline plans.
The district actively seeks opportunities to present activities about social/emotional issues - anti-bullying, anti-drug, pro - social.
Facilities are kept neat, clean and free of safety hazards.
The School Nurse provides health lessons, first aide, and intervention activities K-12. The nurse also provides staff training on health and prevention topics.
A Bi-Lingual parent liaison is available for students and parents during conferences or meetings.
A wide Variety of extra-curricular and co-curricular activities are offered to students.
The district makes facilities available to community partners to facilitate additional activities for children.
Students eligible to receive reduced priced meals actually receive their meals for free - the Board of Trustees voted to offset the additional costs through donation of general fund money to the Nutrition Services fund if necessary.
CUSD is one of the few districts which provide a school Counselor at grades K-8.
The district funds a Career Tech position to facilitate transition from school to work or college.
The Nutrition Services department is increasingly serving scratch-made, healthy, and flavorful meals. (Increasing meal counts yearly.)
The Board of Trustees supports a well-balanced education for all students; supporting music education with increased allocations for instrument repair and student travel to music events.
The district has a strong and growing Vocational Agriculture program which engages students in real-world learning

response to truancy.
More activities focused on cultural awareness and sensitivity.
Addition community resources for students (and their families) in crisis.
Additional activities and opportunities for Gifted and Talented Students.
A dedicated School Resource Officer who would act as law-enforcement, community outreach, and teacher.
Additional funding to renovate facilities and make them safer and more comfortable.
Support and training for implementation of new ELA/ELD curriculum.
Support and training for implementation of new Next Generation Science Standards.
Support and training for implementation of new Social Science Standards.

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities
See above.

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
See California Healthy Kids Survey data at: http://surveydata.wested.org/resources/Colusa_Unified_13_14_CHKS.pdf	Continue with current prevention and intervention programs and assess opportunities to expand these efforts.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: NA% 7th: 1%	5th: 0% 7th: 0%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 0% 9th: 5% 11th: 0%	7th: 0% 9th: 0% 11th: 0%
The percentage of students that have used marijuana will decrease biennially by:	5th: 0% 7th: 1%	5th: 0% 7th: 0%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 16% 9th: 19% 11th: 36%	7th: 6% 9th: 9% 11th: 26%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 1% 9th: 16% 11th: 25%	7th: 0% 9th: 6% 11th: 15%
The percentage of students that feel very safe at school will increase biennially by:	5th: % 7th: 3% 9th: 3% 11th: 4%	5th: % 7th: 0% 9th: 0% 11th: 0%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 17% 9th: 8% 11th: 14%	7th: 7% 9th: 0% 11th: 4%

Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 2.09% 14/15 from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	4.09%	2.00%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: % 7th: 34% 9th: 37% 11th: 32%	5th: % 7th: 44% 9th: 47% 11th: 42%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: % 7th: 57% 9th: 47% 11th: 38%	5th: % 7th: 67% 9th: 57% 11th: 48%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: % 7th: 13% 9th: 16% 11th: 14%	5th: % 7th: 23% 9th: 26% 11th: 24%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: % 7th: 59% 9th: 59% 11th: 37%	5th: % 7th: 69% 9th: 69% 11th: 47%

Promising or Favorable Programs (4115 (a)(3))

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 2
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 3
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

**Performance Goal 5:
All students will graduate from high school.**

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	Students meet with the Counselor on a regular basis, and during part of the Freshman Wheel - a college and career exploration class. The counselor provides periodic updates and parent support for college entrance, scholarships, and financial aide. Students have constant access to the CHS Career Center, where a technician is constantly available to assist in career and college research. Students build a four year academic plan based on their personal goals, and the Counselor provides guidance on course selection.
Students Served	All Students
Timeline/ Person(s) Involved	Counselor meets with 9th grade students during college/career classes and during scheduled events. Administrators, teachers and other staff provide additional college and career advice.
Benchmarks/ Evaluation	The school will increase its graduation rate 5% by 2018
Funding Source	General funds
5.2 (Dropouts)	
Activities/Actions	A plethora of activities are focused on decreasing the number of dropouts. Intervention begins early as the district understands that students who are academically on track are less likely to drop out. Elementary and Middle School programs focus on pro-social skills, respecting diversity, and taking responsibility. Teams of teachers meet in Student Study groups any time a student is significantly below grade level or behaving particularly inappropriately. The district uses all the common interventions; targeted tutoring, homework help, after school programs, attendance incentives and truancy reviews. Additionally the staff participate in periodic data analysis, curriculum review and standard alignment to prepare students for assessments and college/career readiness. The district has a full time nurse who communicates with mental health counselors and other agency service providers. To increase "School Connectedness" the sites all offer a wide range of extra an co-curricular activities. Alternative schools are available for students / parents who wish to attend a condensed school day or home school.
Students Served	All Students
Timeline/ Person(s) Involved	All District Staff; Probation and Police staff; Mental and Behavioral Health Counselors; Migrant Education; Bilingual Parent Liaison.
Benchmarks/ Evaluation	Dropout rate will decrease by 5% by 2018
Funding Source	General Fund ASES Grand Fund Migrant Education Funding - summer school and tutoring. LCFF Supplemental and Concentration funding.
5.3 (Advanced Placement)	
Activities/Actions	3 AP classes are currently offered at Colusa High School. Spanish, English and Calculus Continue to add AP offerings and train staff as needed. Explore use of on-line or blended learning methods of AP delivery Partner with community colleges to offer AP-like courses: dual enrollment, etc.
Students Served	All students who wish to enroll; including G&T students and students from traditionally underserved populations.
Timeline/ Person(s) Involved	Colusa High and Colusa Alternative High School Staff. CUSD Administration
Benchmarks/ Evaluation	The number of AP classes offered will increase by 3 by 2018, and the number of students enrolled will increase by 50%.

Funding Source

General Fund
LCFF Supplemental and Concentration funding.
Teacher Effectiveness Grant Funding.

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Children eligible for Free and Reduced Priced Lunch Program

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	Number of children eligible for Free/Reduced Price Lunch Program
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	All schools are funded with grade span K-8.

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.
 For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p>	<p>See information in Goal sections above.</p>
<ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

The District supports HQ teacher recruiting and retention by assisting sites in advertizing openings, funding attendance at teacher recruiting events, offering (when approved) hiring bonuses, and striving to keep compensation packages competitive with other local and regional schools. District HR staff assist teachers in attaining HQ status by screening assignments and informing teachers/administrators when potential mis-assignments occur. Additionally, HR staff facilitate credentialing by answering questions or directing staff to credentialing resources.

Highly Qualified Teachers	
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The District uses a multitude of approaches to assist parental involvement. Communication via email, web sites, apps, newsletters, meetings, conferences and many other methods all work in tandem to facilitate active participation in the education of their students.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The District uses a multitude of approaches to assist parental involvement. Communication via email, web sites, apps, newsletters, meetings, conferences and many other methods all work in tandem to facilitate active participation in the education of their students.</p>

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

f. Students who are migrant, homeless, immigrant, disabled, or LEP will receive services coordinated by designated staff members and integrated with the district's academic and developmental programs. See information contained in the Goal sections above.

Part III
Assurances and Attachments

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;
- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

Dwayne Newman

Printed or typed name of Superintendent

10/11/2016

Date

Signature of Superintendent

Local Educational Agency Plan Colusa Unified School District

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

- 1.1 Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

- 3.1 Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance indicator:** The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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Appendix B

Links to Data Websites

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/statetests/cahsee/eval/eval.html>
- California Standardized Test (CST)
<http://www.cde.ca.gov/statetests/index.html>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/statetests/star/index.html>

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**Appendix C
(School-Based Programs)**

Science-Based Programs								
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org</p> <p>B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html</p> <p>C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm</p> <p>D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp</p> <p>E: Getting Results: http://www.gettingresults.org/</p>								
School-Based Programs								
Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					Youth Dev.	Website
		Alcohol	Tobacco	Drugs	Violence			
Across Ages	4 to 8	X	X	X			X	C,
All Stars™	6 to 8	X	X	X				A,C,D,E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	X		X				A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X				X		C,
Child Development Project/Caring School Community	K to 6	X		X	X	X	X	A,B,C,D,E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families					X		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families					X		C
Coping Power	5 to 8			X	X			C
DARE To Be You	Pre - K	X		X	X	X	X	A,C,
Early Risers Skills for Success	K to 6					X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X						C
Good Behavior Game	1 to 6					X		B,C
High/Scope Perry Preschool Project	Pre - K					X	X	B,C,E
I Can Problem Solve	Pre - K					X		A,B,D
Incredible Years	K to 3					X	X	B,C,
Keep A Clear Mind	4 to 6	X	X					A,C,
Leadership and Resiliency	9 to 12						X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X			A,B,C,D,E
Lions - Quest Skills for Adolescence	6 to 8						X	D,C,E

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,E
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

Appendix C
(Community and Family-Based Programs)

Community and Family-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to 12)	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family Therapy	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

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Appendix D

Research-based Activities (4115 (a)(1)(C))

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

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**Appendix E
(Promising or Favorable Programs)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

B: University of Colorado: Blueprints: <http://www.colorado.edu/cspv/blueprints/model/overview.html>

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: <http://www2.edc.org/msc/model.asp>

E: Getting Results: <http://www.gettingresults.org/>

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communities	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment (CAPSLE)	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program (SMRDP)	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communities	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	129	104	127	104	126	99.0	98.4
Grade 4	86	106	82	105	82	104	95.3	99.1
Grade 5	109	90	103	85	103	85	94.5	94.4
Grade 6	100	108	100	102	99	101	100.0	94.4
Grade 7	122	105	116	101	116	100	95.1	96.2
Grade 8	102	124	95	118	94	116	93.1	95.2
Grade 11	113	109	83	89	76	88	73.5	81.7
All Grades	737	771	683	727	674	720	92.7	94.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.7	2389.9	11	8	21	24	24	25	44	43
Grade 4	2421.4	2422.3	6	11	20	20	28	21	46	48
Grade 5	2458.0	2461.9	6	5	23	27	24	28	47	40
Grade 6	2493.7	2481.5	5	5	32	28	27	28	35	40
Grade 7	2511.1	2532.0	3	13	34	29	28	29	34	29
Grade 8	2544.9	2548.4	6	9	38	35	24	34	31	22
Grade 11	2597.8	2589.2	11	9	46	50	22	22	13	19
All Grades	N/A	N/A	7	8	30	30	25	27	36	35

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	10	50	39	38	51
Grade 4	7	14	38	34	55	52
Grade 5	9	5	45	55	47	40
Grade 6	18	14	44	44	37	43
Grade 7	12	21	41	42	47	37
Grade 8	16	21	49	47	35	32
Grade 11	28	25	55	52	17	23
All Grades	14	16	46	44	40	40

Writing						
Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	10	50	50	39	40
Grade 4	5	13	54	48	41	38
Grade 5	10	12	41	45	49	44
Grade 6	12	6	49	50	38	45
Grade 7	18	21	49	53	33	26
Grade 8	19	18	55	50	26	32
Grade 11	20	30	66	52	14	18
All Grades	13	15	51	50	35	35

Listening						
Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	6	60	71	33	24
Grade 4	6	12	70	62	24	27
Grade 5	15	6	56	65	29	29
Grade 6	10	12	65	62	25	26
Grade 7	12	11	61	64	27	25
Grade 8	4	14	67	71	29	16
Grade 11	12	14	72	78	16	8
All Grades	9	10	64	68	27	22

Research/Inquiry						
Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	13	54	52	32	34
Grade 4	7	12	60	50	33	38
Grade 5	16	11	57	67	27	22
Grade 6	8	16	65	57	27	27
Grade 7	14	20	59	59	27	21
Grade 8	20	24	51	53	29	22
Grade 11	29	26	59	59	12	15
All Grades	15	17	58	56	27	26

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	105	129	104	127	104	127	99.0	98.4
Grade 4	86	106	82	104	82	104	95.3	98.1
Grade 5	109	90	103	85	103	85	94.5	94.4
Grade 6	100	108	100	101	99	100	100.0	93.5
Grade 7	122	105	116	100	116	100	95.1	95.2
Grade 8	102	122	96	116	94	114	94.1	95.1
Grade 11	113	109	83	99	79	92	73.5	90.8
All Grades	737	769	684	732	677	722	92.8	95.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2399.8	2408.6	9	13	28	32	26	20	38	35
Grade 4	2446.2	2443.2	2	7	29	22	41	40	27	31
Grade 5	2455.3	2461.2	5	6	13	14	31	29	51	51
Grade 6	2484.8	2471.3	8	4	10	15	37	34	44	47
Grade 7	2515.7	2511.2	18	15	15	16	28	34	40	35
Grade 8	2543.5	2547.3	26	23	17	14	9	20	46	43
Grade 11	2557.7	2562.4	4	9	18	21	27	27	47	43
All Grades	N/A	N/A	11	11	18	20	28	29	42	40

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	25	39	31	38	43
Grade 4	11	15	44	42	45	42
Grade 5	11	11	27	29	62	60
Grade 6	8	12	34	25	58	63
Grade 7	25	19	28	31	47	50
Grade 8	33	31	21	20	46	49
Grade 11	10	11	32	38	57	51
All Grades	17	18	32	31	50	51

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	11	17	50	46	38	36
Grade 4	7	13	57	49	35	38
Grade 5	7	7	43	36	50	56
Grade 6	9	4	45	47	45	49
Grade 7	18	18	41	50	41	32
Grade 8	24	19	44	46	32	34
Grade 11	10	12	62	57	25	32
All Grades	13	13	48	48	39	39

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18	17	50	57	31	26
Grade 4	11	13	52	41	37	45
Grade 5	3	5	50	51	47	45
Grade 6	7	5	56	58	37	37
Grade 7	17	17	69	48	14	35
Grade 8	22	19	39	59	38	22
Grade 11	10	12	71	63	18	25
All Grades	13	13	55	54	31	33

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	319	371	378
Percent with Prior Year Data	100.0		100
Number in Cohort	319	371	378
Number Met	158	203	177
Percent Met	49.5	54.7	46.8
NCLB Target	59.0		
Met Target	No	No	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	267	126	280	166	287	181
Number Met	45	43	61	53	52	59
Percent Met	16.9	34.1	21.8	31.9	18.1	32.6
NCLB Target	22.8	49.0				
Met Target	No	No	No	No	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	Yes	N/A	
Mathematics			
Met Participation Rate	Yes	95	
Met Percent Proficient or Above	Yes	N/A	
Met Target for AMAO 3	Yes		N/A

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				15	18	38	31	27	13	23	27	25	31	27	25
1	11	6	4	41	36	39	33	37	43	11	14	14	4	7	
2			2	20	32	29	47	50	35	18	10	29	16	8	5
3		2	2	6	18	10	55	45	46	32	18	34	6	16	7
4	2	3		14	39	22	48	42	50	14	10	16	23	6	13
5	15	3	3	22	30	58	33	33	24	15	23	3	15	13	12
6	4	4	8	20	35	21	32	39	39	16	9	13	28	13	18
7	8			31	36	48	35	23	26	19	27	17	8	14	9
8	5		5	30	37	36	35	37	23	20	16	27	10	11	9
9				56	19	17	11	48	50	22	10	11	11	24	22
10	13				46	26	88	31	32		15	26		8	16
11	20	11		20	33	40	60	28	40		11	20		17	
12				83	56	25		33	44	17	11	25			6
Total	5	3	2	24	32	31	40	39	38	17	15	20	13	12	9

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K				6	6	38	27	28	13	29	25	25	38	41	25
1	10	7	4	39	36	39	33	36	43	13	13	14	5	9	
2			2	20	30	29	47	49	35	18	9	29	16	11	5
3		2	2	9	20	10	53	46	46	31	17	34	6	15	7
4	2	3		15	36	22	48	42	50	13	9	16	22	9	13
5	17	2	3	23	28	58	30	30	24	13	26	3	17	14	12
6	8	4	8	19	33	21	31	42	39	15	8	13	27	13	18
7	11			32	42	48	32	21	26	18	25	17	7	13	9
8	9		5	30	37	36	30	37	23	17	16	27	13	11	9
9				50	19	17	10	48	50	20	10	11	20	24	22
10	22				46	26	78	31	32		15	26		8	16
11	20	14		20	27	40	60	32	40		14	20		14	
12		9		83	45	25		27	44	17	9	25		9	6
Total	5	3	2	22	28	31	36	37	38	19	16	20	18	17	9

**Local Educational Agency Plan Evaluation Template
Colusa Unified School District**

H.6.

October 4, 2016

Requirement: Title I regulations require the Board of Education of a school receiving Title I, Part A funds to annually develop, implement, review, update, and approve the LEA Plan as well as to monitor and evaluate the implementation of, and results achieved by, the Title I programs. The school must revise its LEA Plan as necessary based on the results of the evaluation.

Only action items funded by Title 1 are listed.

Goal 1:	Actions/Activities (Strategies)	What is working	What is not working	Modification based on evaluation results
<p>All students will reach high standards, at a minimum attaining proficiency or better in reading and math by 2013-2014.</p>	<p>9. Targeting services and programs to lowest-performing student groups: Reading Specialists and Instructional aides @ K-6</p>	<ol style="list-style-type: none"> 1. Teachers have a resource person who assists with planning lessons and implementing instruction. 2. Data is analyzed and presented to teachers for use in grouping / regrouping students based on identified needs. 3. Students with the highest need receive targeted reading instruction from an expert RS. 4. Paraprofessionals get training, supervision, and ongoing feedback from an expert RS. 5. Staff have access / training based on the latest information about best practices in reading instruction. 6. RS's offer additional insight into the quality of curriculum being examined for adoption. 	<ol style="list-style-type: none"> 1. CAASPP scores for grade 3 Reading went down by 1% in 2016 compared to 2015. 2. Data from the use of Instructional Aides in First Grade (15/16 SY) showed no significant positive effects on student learning. 3. Overall achievement scores are flat. 4. A significant achievement gap persists; particularly between Hispanic/White students, and between FRPL and non-FRPL students. 	<ol style="list-style-type: none"> 1. Teachers will be expected to teach the adopted English and Math curricula with fidelity. 2. Assessments will be utilized to improve instructional planning at all levels. 3. Embedded ELD instruction (integrated) will be part of the focus when training staff on the new K-8 ELA curriculum. 4. The district is purchasing ELD (designated) instructional materials and software for use during Tier 2 & 3 interventions. 5. Data analysis of the impacts Instructional Aides are making at Grade

		<p>7. Use of Instructional Aides in Kindergarten showed significant increases in the number of students leaving K at or above grade-level expectations.</p> <p>8. CAASPP scores for grade 3 Math went up by 7% in 2016 compared to 2015.</p> <p>9. Teachers report nearly 100% alignment of ELA and Math instruction with the CCCSS.</p>		<p>1 will determine whether or not to continue that program.</p> <p>6. Teachers will receive Professional Development targeted specifically on effective strategies to use with FRPL and Minority students.</p> <p>7. The PLC process will deepen at all sites with emphasis on constantly improving the Teaching/Learning Cycle.</p> <p>8. The district has invested in new technology and Teachers will be encouraged to implement tech into lessons as another means of engaging all students.</p>
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Conclusion: A narrative describing what worked or did not work and the modifications or changes that the school has made to improve the programs to address the academic needs of Title I students.

The presence of the Title I funded personnel adds to the district's capacity to offer support and interventions for Title I students. Working with teachers, the Reading Specialists are constantly evaluating efficacy of the curriculum and instruction. Ongoing alignment of instruction with the recently adopted California Common Core State Standards supports increased student achievement.

Essentially the district is not seeing significantly improved learning as a result of these actions. The changes are designed to insure the most basic elements of improved learning are in place: curriculum aligned to the standards, highly effective instructional aligned to the curriculum, high levels of student engagement, and a constant improvement mindset focused on the plan, instruct, assess, analyze, modify, plan (teaching/learning cycle) process.

PI Year 3 LEA Plan Evidence of Progress (2015–16)
 End-of-Year Submission: October 14, 2016
 Local Educational Agency: Colusa Unified School District
 Submitted by Dwayne Newman, Superintendent

1. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

LEA Plan Goal #1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.*

- The district continues to move toward curriculum aligned with the CA Common Core State Standards and emphasize the need for high quality first instruction.

LEA Plan Goal #2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- CUSD continues to have students who have been in our system for more than 4 years testing at CELDT Beginning, Early Intermediate, and Intermediate levels.
- LEP students, as expected, test below non-LEP peers in ELA, but the gap in Math testing results is less broad.
- The district LCAP for 16/17 emphasizes strategies which focus on changing those results and decreasing the achievement gaps that have persisted.

LEA Plan Goal #3: All students will be taught by highly qualified teachers.

- Generally, over 95% of CUSD teachers are classified as Highly Qualified. The only teachers who are not HQ are either PIP, STIP, or Intern credentialed.
- Because of the teacher shortage CUSD has, very infrequently, allowed teachers who lack HQ documentation to teach sections when the site administrator feels that they are qualified by either experience or simply by virtue of the course content.

LEA Plan Goal #4: All students will be educated in earning environments that are safe, drug-free, and conducive to learning.

- Surveys (parent, staff and student) and discipline data indicate that CUSD schools are very safe, drug free, and conducive to learning.

LEA Plan Goal #5: All students will graduate from high school.

- The 2015 Graduation rate was 85%; the highest overall graduation rate in at least the last 10 years.
- A focus on creating the right atmosphere in CUSD schools, and a commitment to early and effective interventions appears to have changed the trajectory of graduation rates in the district.

2. Analyze the LEA's progress towards student achievement goals in the LEA Plan.

See attached document: 2016 Assessment Results Copy.pdf

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

See attached CUSD Board Meeting Agendas for September and October 2016.

Note: additional documents may be uploaded and attached in the "Associated Documents" section of the item.

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE SEPTEMBER 15, 2016			BATCH 11
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
223	MALLORY ALVES	\$ 137.66	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
184	AMORZONE ATHLETIC	\$ 335.00	01	SPORTS	SUPPLIES
170	APPEAL DEMOCRAT	\$ 114.00	01	DO	DEVELOPER FEE INCREASE LEGAL NOTICE
220	TIFFANY BAILEY	\$ 224.52	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
207	JENNIFER BARBEE	\$ 265.74	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
178	BEELE TRACTOR	\$ 1,474.06	01	MOT	MOWER/GATOR REPAIR
205	KAREN BENNING	\$ 486.06	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
165	TERRY BILADEAU	\$ 256.68	01	MOT	REIMBURSE MILEAGE
218	JILL BOEGER	\$ 239.67	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
176	CA DEPT OF JUSTICE	\$ 245.00	01	DO	FINGERPRINT FEES
181	COLUSA COUNTY FARM SUPPLY	\$ 1,052.44	01	MOT	GROUNDS SUPPLIES
RC12	CUSD EMER FD-YUBA COLLEGE	\$ 90.00	01	MOT	BUS DRIVER CLASS
RC12	CUSD EMER FD-CHS PETTY CASH.L.MEYERS	\$ 600.00	95	CHS	ASB CASH BOXES
RC12	CUSD EMER FD-CA FBLA	\$ 165.00	95	CHS	FBLA WORKSHOP REGISTRATION
RC12	CUSD EMER FD-ALISSA SELOVER	\$ 60.45	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC12	CUSD EMER FD-LASSEN COLLEGE	\$ 90.00	95	CHS	VOLLEYBALL ENTRY FEE
RC12	CUSD EMER FD-EMS PETTY CASH- B. REECE	\$ 24.19	01	EMS	POSTAGE AND SUPPLIES
RC12	CUSD EMER FD-ANGEL ISLAND TIBURON FERRY	\$ 645.00	01	CHS	ESA FIELD TRIP FEES
RC12	CUSD EMER FD-VACAVILLE HIGH SCHOOL	\$ 170.00	01	SPORTS	ENTRY FEE
RC12	CUSD EMER FD-MARTHA DENIZ	\$ 12.00	01	MOT	BUS DRIVER LICENSE FEE
RC12	CUSD EMER FD-YUBA COLLEGE	\$ 60.00	01	MOT	BUS DRIVER CLASS
RC12	CUSD EMER FD-PERRY TAYLOR	\$ 55.00	01	MOT	BUS DRIVER LICENSE FEE
212	JILL CONROY	\$ 128.27	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
215	TINA CREMO	\$ 110.42	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
193	CRYSTAL DAIRY	\$ 1,850.12	13	CAFET	FOOD
192	DANIELSEN CO	\$ 8,178.47	13	CAFET	FOOD
168	DAVIES OIL	\$ 247.29	01	MOT	FUELF FOR VEHICLES
199	FLORA FRESH	\$ 95.30	01	CHS	SUPPLIES FOR FLORAL DESIGN CLASS
191	FRONTIER	\$ 12,664.42	01	ALL	DATA LINES/PHONE LINES
185	GALE GROUP	\$ 1,732.06	01	CHS	LIBRARY ONLINE SUBSCRIPTIONS
194	GENERAL PRODUCE	\$ 2,797.56	13	CAFET	FOOD
227	GOLD STAR FOODS	\$ 10,244.16	13	CAFET	FOOD
172	GRIFF'S	\$ 11.77	01	MOT	GROUNDS SUPPLIES
214	HEATHER HAMILTON	\$ 199.53	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
219	JENNIFER HARDWICK	\$ 308.23	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
211	SHERAYA HARMON	\$ 185.77	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
217	TRISH HAUGH	\$ 282.45	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
187	HEARTLAND	\$ 1,524.50	13	CAFET	ANNUAL SOFTWARE SUPPORT FEE
163	JAMES MARTA	\$ 2,650.00	01	DO	AUDIT PROGRESS PAYMENT
175	JC WHITLAM MFG	\$ 703.28	01	SPORTS	SUPPLIES
179	JEFF SAVAGE PLUMBING	\$ 210.00	01	MOT	PLUMBING REPAIR
202	KEENAN & ASSOC	\$ 408.00	01	DO	REPAY OVER PAY WC
171	LAKESHORE	\$ 299.46	01	BPS	SUPPLIES
164	LAMON CONSTRUCTION	\$ 532,974.70	21	BOND	PROGRESS PAYMENT
206	JENNY LAY	\$ 129.27	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
208	COURTNEY LEMENAGER	\$ 271.41	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
221	ASHLEY MARTINEZ	\$ 128.89	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
204	MERIDIAN DIESEL	\$ 490.00	01	MOT	BUS MAINTENANCE
201	JEREMY MILLER	\$ 78.30	01	DO	REIMBURSE MILEAGE
197	MITEL LEASING	\$ 1,771.19	01	ALL	PHONE SYSTEM LEASE
224	JAMIE MYERS	\$ 21.53	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
189	MITCHELL NAIL	\$ 20.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
190	NORTH WOODWINDS	\$ 282.20	01	EMS/CHS	INSTRUMENT REPLACEMENT
196	O'CONNELL RANCH	\$ 949.00	13	CAFET	FOOD
186	KIM OLSON	\$ 329.51	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
166	PLATT	\$ 620.66	01	MOT	MAINTENANCE SUPPLIES
226	REALLY GOOD STUFF	\$ 1,082.72	01	BPS	SUPPLIES
174	RECOLOGY	\$ 2,362.68	01	ALL	DEBRIS BOXES
183	RIDDELL	\$ 1,481.65	01	SPORTS	SUPPLIES
209	CRISTINA RODRIGUEZ	\$ 205.72	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
200	SEAT SACK	\$ 89.50	01	BPS	SUPPLIES
177	SELOVERS	\$ 125.88	01	MOT	VEHICLE REPAIR
203	SIGNWORX	\$ 152.61	01	DO	SIGNS
213	MELISSA SMITH	\$ 181.40	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
188	SPURR	\$ 462.42	01	ALL	NATURAL GAS BILLING
167	SUNRISE ENVIRONMENTAL	\$ 1,109.83	01	MOT	MAINTENANCE SUPPLIES
169	SUTTER COUNTY SCHOOL	\$ 325.00	01	EMS	SHADY CREEK MATERIALS
195	SYSO	\$ 5,471.39	13	CAFET	FOOD
216	RYAN TIETZ	\$ 223.46	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
182	US FOOD SERVICE	\$ 720.79	95	CHS	FOOD FOR CONCESSION
222	SOCORRO VARGAS	\$ 202.08	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
198	WESTAMERICA BANK	\$ 27,522.33	01	DO	DEBT PAYMENT
173	YUBA SAFE & LOCK	\$ 631.74	01	MOT	LOCK REPAIR/REPLACE
TOTAL ALL FUNDS		\$ 632,051.39			

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE SEPTEMBER 23, 2016			BATCH 12
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
249	JENNIFER ALANIZ	\$ 160.20	95	EMS	REIMBURSE FOR SUPPLIES PURCHASED
239	AMS.NET	\$ 210,737.83	21	BOND	PROGRESS PAYMENT
246	STEPHANIE ARCHIBALD	\$ 124.52	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
240	ARCHITECTURAL NEXUS	\$ 7,536.70	21	BOND	ARCHITECTS FEES
234	SONNY BADALUCO	\$ 26.24	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
253	CCOE	\$ 16,167.00	01	DO	WORKER'S COMP PREMIUMS
228	CUSD GENERAL FUND	\$ 44,148.23	13	CAFET	16-17 DIRECT SUPPORT FOR CAFETERIA
230	CONTINENTAL ATHLETIC SUPPLY	\$ 1,651.20	01	SPORTS	SUPPLIES
237	CPM	\$ 15,160.29	21	BOND	FINAL PAYMENT
248	CSF/CJSF	\$ 100.00	95	EMS/CHS	DUES
254	DOCUMENT TRACKING SERVICES	\$ 995.00	01	DO	SOFTWARE FOR SARC, SCHOOLPLANS
235	EDUCATIONAL TESTING	\$ 471.71	01	DO	PRE ID FOR TESTING
229	FIRST TO FINISH	\$ 521.88	95	CHS	ASB VOLLEYBALL SUPPLIES
236	GOPHER	\$ 408.45	01	BPS	PE EQUIPMENT
243	JEFF SAVAGE PLUMBING	\$ 781.46	01	MOT	PLUMBING REPAIR
251	JR LIBRARY GUILD	\$ 2,380.05	01	CHS	LIBRARY BOOKS
241	ERIKA LEMENAGER	\$ 34.00	01	EMS	REIMBURSE FOR SUPPLIES PURCHASED
252	PG&E	\$ 35,908.97	01	ALL	ELECTRIC BILLING
233	PLATT	\$ 143.94	01	MOT	MAINTENANCE SUPPLIES
250	BECKA ROBERTSON	\$ 36.99	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
232	RSD	\$ 17.75	01	MOT	MAINTENANCE SUPPLIES
242	SCHOOL SPECIALTY	\$ 69.18	01	BPS	SUPPLIES
245	ROBERT SCOTT	\$ 176.40	01	EMS	REIMBURSE TRAVEL EXPENSES TO WORKSHOP
238	SIGNATURE REPORGRAPHICS	\$ 175.17	21	BOND	COPIES
247	SUTTER COUNTY SCHOOL	\$ 11,750.00	01	EMS	FIRST PAYMENT ON SHADY CREEK
231	THREE B'S TOILET RENTALS	\$ 161.25	01	ALL	PORTABLE TOILET RENTAL
244	US BANK EQUIPMENT	\$ 2,101.63	01	ALL	COPIER LEASES
RC13	US BANK CALCARD VISA	\$ 51,830.25	ALL	ALL	SEE ATTACHED
TOTAL ALL FUNDS		\$ 403,776.29			

US BANK CALCARD VISA RC13

Leasa Hill

FD

15-Sep	WM SUPERCENTER #2053	\$219.09	13	CAFET FOOD
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Sheryl Parker

14-Sep	Verizon Wireless	\$1,058.78	01	CELL PHONES DISTRICTWIDE
16-Sep	IN *CLIMATE CONTROL, INC.	\$19,319.22	01	PROP 39 HVAC REPLACE/REPAIR HVAC
15-Sep	S3 STORES INC	\$64.88	01	BPS SUPPLIES
14-Sep	SCHOLASTIC BOOK FAIRS	\$2,814.49	01	BPS BOOK FAIR
14-Sep	MJB WELDING SUPPLY, INC.	\$105.85	01	CHS AG SHOP SUPPLIES
13-Sep	SCHOOL SERVICES OF CALIFO	\$205.00	01	DO WORKSHOP REGISTRATION
12-Sep	USPS POSTAL ST66100207	\$581.75	01	DO POSTAGE PD ENVELOPES
8-Sep	JW WOOD CO INC	\$1,109.54	01	MOT MAINTENANCE SUPPLIES
8-Sep	MESSICK ACE HDWE	\$2,579.28	01	MOT MAINTENANCE SUPPLIES

Jeremy Miller

13-Sep	CDW GOVERNMENT	\$1,194.50	01	TECH SUPPLIES FOR SITES
13-Sep	CDW GOVERNMENT	\$450.58	01	TECH SUPPLIES FOR SITES
13-Sep	ASSET GENIE	\$26.75	01	TECH SUPPLIES FOR SITES
8-Sep	AMAZON MKTPLACE PMTS	\$22.08	01	TECH SUPPLIES FOR SITES
8-Sep	AMAZON.COM AMZN.COM/BILL	\$22.01	01	TECH SUPPLIES FOR SITES
8-Sep	AMAZON.COM AMZN.COM/BILL	\$376.24	01	TECH SUPPLIES FOR SITES
7-Sep	CDW GOVERNMENT	\$901.15	01	TECH SUPPLIES FOR SITES
7-Sep	AMAZON.COM AMZN.COM/BILL	\$182.74	01	TECH SUPPLIES FOR SITES
7-Sep	AMAZON.COM	\$182.74	01	TECH SUPPLIES FOR SITES
24-Aug	CDW GOVERNMENT	\$428.00	01	TECH SOFTWARE SUBSCRIPTION

Rosemary Hicks

14-Sep	TEACHER CREATED RESOURCES	\$32.98	01	BPS SUPPLIES
8-Sep	RITE AID STORE - 6088	\$10.99	01	BPS SUPPLIES
8-Sep	RPSI ENTERPRISES INC	\$755.13	01	BPS RISO SUPPLIES
7-Sep	FOLLETT SCHOOL SOLUTIONS	\$1,660.41	01	BPS BOOKS
2-Sep	THEMES AND VARIATIONS	\$1,935.00	01	BPS BOOKS
31-Aug	THE MATH LEARNING CENTER	\$1,269.02	01	BPS BOOKS
29-Aug	LAKESHORE LEARNING MATER	\$814.85	01	BPS SUPPLIES

Nick Schantz

14-Sep	AMERICAN TIME	\$530.93	21	BOND -TIME CLOCKS
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Terry Biladeau

16-Sep	COPY CITY	\$8.60	01	MOT COPIES
2-Sep	HAMPTON INN & SUITES VACA	\$169.12	01	MOT WORKSHOP OVERNIGHT STAY
31-Aug	CAL INC TRAINING	\$200.00	01	MOT WORKSHOP REGISTRATION

Jody Johnston

16-Sep	SSI*SCHOOL SPECIALTY	\$49.64	01	EMS SUPPLIES
16-Sep	SSI*SCHOOL SPECIALTY	\$190.18	01	EMS SUPPLIES
15-Sep	SSI*SCHOOL SPECIALTY	\$107.85	01	EMS SUPPLIES
12-Sep	VU VANDERBILT UNIVERSITY	\$70.00	01	EMS WORKSHOP REGISTRATION
13-Sep	ASSOC SUPERV AND CURR	\$79.79	01	EMS SUPPLIES
12-Sep	COMFORT INN	\$431.20	01	EMS WORKSHOP OVERNIGHT STAY
12-Sep	COMFORT INN	\$452.76	01	EMS WORKSHOP OVERNIGHT STAY
8-Sep	J W PEPPER AND SON INC	\$626.21	01	EMS MUSIC SUPPLIES
7-Sep	USPS 05172809334414268	\$15.50	01	EMS POSTAGE
5-Sep	MICHAELS STORES 9184	\$44.04	01	EMS SUPPLIES
1-Sep	ROUND TABLE PIZZA - COLU	\$46.74	01	EMS SUPPLIES
1-Sep	TEACH TCI	\$69.00	01	EMS SUPPLIES
29-Aug	WORTHINGTON DIRECT INC	\$1,200.35	01	EMS WHITEBOARDS

Darren Brown

16-Sep	AMAZON MKTPLACE PMTS	\$33.39	01	CHS SUPPLIES
15-Sep	QUILL CORPORATION	\$314.40	01	CHS SUPPLIES
15-Sep	QUILL CORPORATION	\$26.86	01	CHS SUPPLIES
15-Sep	QUILL CORPORATION	\$343.66	01	CHS SUPPLIES
14-Sep	WALMART.COM 8009666546	\$110.00	01	CHS SUPPLIES
14-Sep	GOPHER SPORT	\$188.53	01	CHS SUPPLIES

13-Sep	AMAZON MKTPLACE PMTS	\$92.29	01	CHS SUPPLIES
13-Sep	AMAZON MKTPLACE PMTS	\$36.92	01	CHS SUPPLIES
12-Sep	OTC BRANDS, INC.	\$38.48	95	CHS ASB SUPPLIES
12-Sep	1ST PLACE VOLLEYBALL	\$159.85	95	CHS ASB VB SUPPLIES
31-Aug	1ST PLACE VOLLEYBALL	\$1,020.60	95	CHS ASB VB SUPPLIES
12-Sep	AWL*PEARSON EDUCATION	\$425.88	01	CHS TEXTBOOKS
12-Sep	AMAZON MKTPLACE PMTS	\$31.96	01	CHS SUPPLIES
9-Sep	STU*SHINDIGZ DECORATIO	\$19.85	95	CHS ASB SUPPLIES
12-Sep	WALMART.COM	\$21.37	95	CHS ASB SUPPLIES
9-Sep	WALMART.COM	\$48.33	95	CHS ASB SUPPLIES
8-Sep	GUITARCENTER.COM INTERNET	\$64.49	95	CHS ASB SUPPLIES
8-Sep	PIONEER DRAMA SERVICE	\$190.00	01	CHS SUPPLIES
5-Sep	PIONEER DRAMA SERVICE	\$20.00	01	CHS SUPPLIES
5-Sep	AMAZON.COM	\$42.68	01	CHS SUPPLIES
30-Aug	AMAZON.COM	\$30.65	01	CHS SUPPLIES
5-Sep	AMAZON MKTPLACE PMTS	\$39.92	01	CHS SUPPLIES
31-Aug	POLAR ELECTRO	\$2,119.95	01	CHS PE TECH SUPPLIES
30-Aug	POLAR ELECTRO	\$6.00	01	CHS PE TECH SUPPLIES
30-Aug	POLAR ELECTRO	\$902.55	01	CHS PE TECH SUPPLIES
30-Aug	AMAZON MKTPLACE PMTS	\$180.33	01	CHS SUPPLIES
7-Sep	AMAZON MKTPLACE PMTS	\$100.62	01	CHS SUPPLIES
29-Aug	J W PEPPER AND SON INC	\$272.36	01	CHS MUSIC SUPPLIES
29-Aug	WALMART.COM	\$103.17	01	CHS SUPPLIES
29-Aug	AMAZON MKTPLACE PMTS	\$115.79	01	CHS SUPPLIES
29-Aug	AMAZON MKTPLACE PMTS	\$41.79	01	CHS SUPPLIES
29-Aug	AMAZON MKTPLACE PMTS	\$35.35	01	CHS SUPPLIES
26-Aug	AMAZON MKTPLACE PMTS	\$10.63	01	CHS SUPPLIES
26-Aug	TRUMARK ATHLETICS	\$245.00	01	CHS SUPPLIES
26-Aug	BULK APOTHECARY	\$248.65	01	CHS SUPPLIES
25-Aug	BUILDASIGN.COM	\$76.34	95	CHS ASB SUPPLIES
24-Aug	MONSTERSPIRIT.COM	(\$9.94)	95	CREDIT FOR RETURN
23-Aug	LMP*DAVERAMSEY LAMPOGR	\$137.45	01	CHS TEXTBOOKS
23-Aug	AMAZON MKTPLACE PMTS	\$26.74	01	CHS SUPPLIES

Dwayne Newman

5-Sep	SURVEYMONKEY.COM	\$300.00	01	DO RENEWAL SUBSCRIPTION
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Ron Rogers

15-Sep	ARNES PAINT STORE	\$87.19	01	MOT MAINTENANCE SUPPLIES
12-Sep	LOWES #01933*	\$246.18	01	MOT MAINTENANCE SUPPLIES

Zeba Hone

15-Sep	SAV-MOR FOODS#31	\$20.03	01	DO SUPPLIES
9-Sep	ROCCOS BAR GRILL	\$30.00	01	LONGEVITY RECOGNITION AWARDS
9-Sep	ROCCOS BAR GRILL	\$75.00	01	LONGEVITY RECOGNITION AWARDS
9-Sep	ROCCOS BAR GRILL	\$75.00	01	LONGEVITY RECOGNITION AWARDS
8-Sep	CAFFEINATED	\$10.00	01	LONGEVITY RECOGNITION AWARDS
8-Sep	CAFFEINATED	\$10.00	01	LONGEVITY RECOGNITION AWARDS
8-Sep	CAFFEINATED	\$10.00	01	LONGEVITY RECOGNITION AWARDS
8-Sep	CALIFORNIA SCHOOL BOARD	\$249.00	01	BOARD MEMBER WORKSHOP REG.
7-Sep	SWEET BEANS BAKERY	\$30.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$15.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$15.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$15.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$15.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$20.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$20.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$20.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$20.00	01	LONGEVITY RECOGNITION AWARDS
7-Sep	MARKET STREET GRIL	\$20.00	01	LONGEVITY RECOGNITION AWARDS

TOTAL \$51,830.25

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE SEPTEMBER 30, 2016			BATCH 13
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION
261	ALHAMBRA WATER	\$ 302.91	01	DO/MOT	WATER
268	KATHY APLANALP	\$ 69.95	01	EMS/BPS	REIMBURSE FOR SUPPLIES PURCHASED
264	BAXTER AUTO	\$ 53.84	01	MOT	VEHICLE MAINTENANCE SUPPLIES
265	CA ASSN FFA	\$ 1,555.50	01	CHS	LEADERSHIP PACKETS
256	CVT	\$ 119,768.53	01	ALL	SEPTEMBER PREMIUMS
RC15	CUSD EMER FD-SIERRA VELAZQUEZ	\$ 80.11	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC15	CUSD EMER FD-YUBA COLLEGE	\$ 180.00	01	MOT	BUS DRIVER CLASS
RC15	CUSD EMER FD-SHANNON SCOFIELD	\$ 35.88	95	CHS	REIMBURSE FOR SUPPLIES PURCHASED
RC15	CUSD EMER FD-WILLOWS CARDINAL BOOSTERS	\$ 150.00	01	EMS	ENTRY FEE
RC15	CUSD EMER FD-MUZZ MUZIK	\$ 550.00	95	CHS	DJ FOR DANCE
RC15	CUSD EMER FD-CHRIS HUFFMAN	\$ 39.87	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED
RC15	CUSD EMER FD-COLUSA FAIRGROUNDS	\$ 175.00	95	CHS	USE OF FAIRGROUNDS FOR DANCE
260	CUSD GENERAL FUND	\$ 9.72	95	CHS	FBLA USE OF VAN
266	JOHN FORD	\$ 250.00	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
267	ERIC LAY	\$ 128.87	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
255	MIRACLE PLAYSTATIONS	\$ 190.08	01	MOT	PLAYGROUND EQUIPMENT REPAIR
259	KIM OLSON	\$ 240.26	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED
262	REALLY GOOD STUFF	\$ 1,491.06	01	BPS	SUPPLIES
258	SANDOVAL FARMS	\$ 327.00	01	CHS	FFA SUPPLIES
263	STANDARD INSURANCE	\$ 1,690.90	01	ALL	INCOME PROTECTION PREMIUMS
257	SUPERIOR REGION CATA	\$ 350.00	01	CHS	AG WORKSHOP REGISTRATIONS
RC14	USBANK CALCARD VISA	\$ 21,626.63	01/95	ALL	SEE ATTACHED
TOTAL ALL FUNDS		\$ 149,266.11			

US BANK CALCARD VISA

Jeremy Miller		FUND		
22-Sep	AMAZON MKTPLACE PMTS	\$55.90	01	TECH SUPPLIES
22-Sep	CDW GOVERNMENT	\$35.27	01	TECH SUPPLIES
22-Sep	CDW GOVERNMENT	\$104.00	01	CHS TECH SUPPLIES
22-Sep	CDW GOVERNMENT	\$2,944.65	01	CHS TECH SUPPLIES
21-Sep	CDW GOVERNMENT	\$260.00	01	CHS AG SUPPLIES
21-Sep	CDW GOVERNMENT	\$2,545.50	01	CHS AG SUPPLIES
21-Sep	MICROSOFT *	\$483.75	01	TECH REPAIR
20-Sep	CDW GOVERNMENT	\$3,300.00	01	TECH SOFTWARE
19-Sep	RLI*RENAISSANCE LEARN	\$969.00	01	AR FEE
Rosemary Hicks				
19-Sep	AMAZON.COM AMZN.COM/BILL	\$612.00	01	BPS SUPPLIES
Sheryl Parker				
22-Sep	SCHOOL HEALTH CORP	\$110.51	01	BPS NURSING SUPPLIES
21-Sep	ALL METALS SUPPLY	\$464.83	01	CHS AG SHOP SUPPLIES
Jody Johnston				
19-Sep	CADA	\$440.00	95	EMS ASB WORKSHOP
Darren Brown				
22-Sep	AMAZON MKTPLACE PMTS	\$20.77	01	CHS SUPPLIES
22-Sep	STARLINE EDUCATION	\$536.24	01	CHS SUPPLIES
21-Sep	SULLIVAN SUPPLY INC	\$2,224.51	01	CHS AG BARN SUPPLIES
21-Sep	FOLLETT SCHOOL SOLUTIONS	\$910.09	01	CHS TEXTBOOKS
21-Sep	QUILL CORPORATION	\$58.86	01	CHS SUPPLIES
21-Sep	QUILL CORPORATION	\$7.51	01	CHS SUPPLIES
20-Sep	DISCOUNT SCHOOL SUPPLY	\$209.60	01	CHS SUPPLIES
20-Sep	CUSTOMINK LLC	\$476.70	95	CHS ASB SUPPLIES
20-Sep	CUSTOMINK LLC	\$571.05	95	CHS ASB SUPPLIES
20-Sep	CUSTOMINK LLC	\$569.80	95	CHS ASB SUPPLIES
20-Sep	CUSTOMINK LLC	\$695.10	95	CHS ASB SUPPLIES
19-Sep	J W PEPPER AND SON INC	\$25.58	01	CHS SUPPLIES
19-Sep	J W PEPPER AND SON INC	\$124.10	01	CHS SUPPLIES
19-Sep	AMAZON.COM	\$291.17	01	CHS SUPPLIES
15-Sep	AMAZON.COM AMZN.COM/BILL	\$88.86	01	CHS SUPPLIES
19-Sep	TCT*ANDERSON'S	\$211.90	95	CHS ASB SUPPLIES
19-Sep	FARMTEK	\$415.49	01	CHS AG BARN SUPPLIES
19-Sep	AMAZON.COM AMZN.COM/BILL	\$14.59	01	CHS SUPPLIES
16-Sep	AMAZON.COM AMZN.COM/BILL	\$20.44	01	CHS SUPPLIES
19-Sep	QUILL CORPORATION	\$16.11	01	CHS SUPPLIES
19-Sep	RIBBONS GALORE	\$408.04	95	CHS ASB SUPPLIES
19-Sep	COCA-COLA REFRESHMENTS	\$167.24	01	CHS DRINK MACHINE
19-Sep	GOPHER SPORT	(\$75.19)	01	CREDIT FOR RETURN
16-Sep	QUILL CORPORATION	\$41.89	01	CHS SUPPLIES
14-Sep	AWARD EMBLEM MFG. C	\$405.47	01	CHS SUPPLIES
13-Sep	AMAZON MKTPLACE PMTS	\$10.37	01	CHS SUPPLIES
12-Sep	AMAZON MKTPLACE PMTS	\$27.98	01	CHS SUPPLIES
8-Sep	AMAZON MKTPLACE PMTS	\$88.59	01	CHS SUPPLIES
19-Sep	AMAZON MKTPLACE PMTS	\$41.54	01	CHS SUPPLIES
19-Sep	AMAZON MKTPLACE PMTS	\$69.95	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	\$100.59	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	\$70.80	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	\$138.20	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	\$69.95	01	CHS SUPPLIES
14-Sep	AMAZON MKTPLACE PMTS	\$70.65	01	CHS SUPPLIES
13-Sep	AMAZON MKTPLACE PMTS	\$93.77	01	CHS SUPPLIES
13-Sep	AMAZON MKTPLACE PMTS	\$97.87	01	CHS SUPPLIES
13-Sep	AMAZON MKTPLACE PMTS	\$80.70	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	\$15.09	01	CHS SUPPLIES
16-Sep	AMAZON MKTPLACE PMTS	(\$18.46)	01	CHS CREDIT FOR RETURN
16-Sep	AMAZON MKTPLACE PMTS	(\$55.37)	01	CHS CREDIT FOR RETURN
16-Sep	AMAZON MKTPLACE PMTS	(\$36.92)	01	CHS CREDIT FOR RETURN

\$21,626.63

COLUSA UNIFIED SCHOOL DISTRICT		WARRANTS TO BE OCTOBER 7, 2016			BATCH 14	
BILL#	PAYEE	AMOUNT	FUND	LOC	DESCRIPTION	
278	MALLORY ALVES	\$ 35.07	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
295	AMERICAN FIDELITY	\$ 347.65	01	DO	DISABILITY PREMIUMS	
293	CITY OF COLUSA	\$ 14,657.47	01	MOT	WATER AND SEWER BILLING	
290	CCOE	\$ 439,670.00	01	DO	PREPAY SELPA DEFICIT	
290	CCOE	\$ 11,880.00	01	DO	QUARTERLY CEWAN PAYMENT	
284	DSA	\$ 5,696.48	21	BOND	DSA FEES FOR FIRE ALARM PROJECT	
276	FIRST TO FINISH	\$ 274.13	95	CHS	ASB VB SUPPLIES	
269	MATT GIFFIN	\$ 58.72	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
288	GOLD STAR FOODS	\$ 8,058.22	13	CAFET	FOOD	
270	GRANZELLAS	\$ 225.00	01	CHS	ESA FOOD FOR TRIP	
285	GRAY ELECTRIC	\$ 92,289.25	21	BOND	FIRE ALARM PROJECT	
294	INTERQUEST CANINE	\$ 700.00	01	CHS/EMS	DRUG DOG VISIT	
289	JAMES MARTA	\$ 8,530.00	01	DO	AUDIT PROGRESS PAYMENT	
274	KELLEHER PAINT	\$ 1,361.01	01	MOT	MAINTENANCE SUPPLIES	
287	LAMON CONSTRUCTION	\$ 175,479.25	21	BOND	PLAYGROUND/BATHROOM PROJECT	
282	ERIC LAY	\$ 246.24	01	CHS	MILEAGE FOR ATHLETIC DIRECTOR	
273	MERIDIAN DIESEL	\$ 669.96	01	MOT	BUS REPAIR	
291	NORTH VALLEY PHYSICIANS	\$ 125.00	01	MOT	BUS DRIVER PHYSICAL	
279	READING OIL	\$ 570.43	01	MOT	FUEL FOR VEHICLES	
277	BECKA ROBERTSON	\$ 509.17	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
275	SAM'S CLUB DIRECT	\$ 125.00	01	CHS	MEMBERSHIP ANNUAL FEES	
286	SCHMIDT CONSTRUCTION	\$ 15,958.05	25	DEVFEE	AG BARN	
280	SELOVER'S	\$ 292.00	01	MOT	VEHICLE REPAIR	
296	SORENSEN PEST CONTROL	\$ 258.00	01	MOT	PEST CONTROL SERVICE	
271	SUPERIOR TIRE	\$ 220.75	01	MOT	SUPPLIES	
281	CLAIR TOTH	\$ 96.71	01	BPS	REIMBURSE FOR SUPPLIES PURCHASED	
RC16	US BANK CALCARD VISA	\$ 30,232.11	ALL	ALL	SEE ATTACHED	
292	VALLEY TRUCK AND TRACTOR	\$ 14,946.00	01	CHS	AG EQUIPMENT CAREER PATHWAYS GRANT	
272	WALLACE KUHL	\$ 1,950.00	21	BOND	ENGINEERING FEES	
283	JOE WILLIAMSON	\$ 164.16	01	CHS	REIMBURSE FOR SUPPLIES PURCHASED	
TOTAL ALL FUNDS		\$ 825,625.83				

US BANK CALCARD VISA

Leasa Hill		RC16	FD	DESCRIPTION
27-Sep	C&C SMART FOOD51705655	\$61.22	13	CAFET FOOD
27-Sep	C&C SMART FOOD51705655	\$104.13	13	CAFET FOOD
Jeremy Miller				
29-Sep	CDW GOVERNMENT	\$537.50	01	TECH SUPPLIES
Rosemary Hicks				
23-Sep	SWEET BEANS BAKERY	\$17.48	01	BPS SUPPLIES
Terry Biladeau				
30-Sep	VALDEZ EASY TOW TRAILERS	\$5,400.00	01	MOT DUMP TRAILER
26-Sep	COPY CITY	\$48.38	25	AG BARN PLANS COPIED
26-Sep	TRACTOR SUPPLY #726	\$46.21	01	MOT SUPPLIES
Sheryl Parker				
30-Sep	ADVANCED DOCUMENT CONCEPT	\$2,158.33	01	ALL COPIER MAINTENANCE
30-Sep	USPS.COM CLICKNSHIP	\$22.95	01	DO POSTAGLE
30-Sep	HILLYARD INC SACRAMENTO	\$8,269.26	01	MOT CUSTODIAL SUPPLIES
28-Sep	AMAZON MKTPLACE PMTS	\$63.57	01	DO SUPPLIES
28-Sep	AMAZON MKTPLACE PMTS	\$10.88	01	DO SUPPLIES
28-Sep	QUILL CORPORATION	\$5,783.51	01	BPS/DO SUPPLIES
23-Sep	SCHOOL HEALTH CORP	\$22.58	01	BPS NURSING SUPPLIES
Jody Johnston				
26-Sep	OTC BRANDS, INC.	\$138.08	01	EMS ASB SUPPLIES
27-Sep	VISTAPR*VISTAPRINT.COM	\$98.84	01	EMS ASB SUPPLIES
23-Sep	AMAZON MKTPLACE PMTS	\$86.45	01	EMS SUPPLIES
23-Sep	AMAZON MKTPLACE PMTS	\$6.44	01	EMS SUPPLIES
Darren Brown				
29-Sep	AMAZON MKTPLACE PMTS	\$59.95	01	HMS SUPPLIES
29-Sep	FAN CLOTH PRODUCTS	\$3,096.00	95	HS ASB VB SUPPLIES
28-Sep	SAMSCLUB #6405	\$778.87	95	HS ASB CONCESSION SUPPLIES
27-Sep	FIRST TO THE FINISH INC	\$693.38	95	HS ASB VB SUPPLIES
26-Sep	AMAZON MKTPLACE PMTS	\$102.45	01	HMS SUPPLIES
26-Sep	SPORTDECALS	\$333.88	95	HS ASB SUPPLIES
23-Sep	MY PERSONALIZED RIBBONS	\$214.93	95	HS ASB SUPPLIES
23-Sep	IN *ONE STONE APPAREL INC	\$990.51	01	HS PE UNIFORMS
23-Sep	GOPHER SPORT	\$87.98	01	HS SUPPLIES
23-Sep	THE WEBSTAUARANT STORE	\$147.99	95	HS ASB SUPPLIES
23-Sep	WACKY BUTTONS	\$153.96	95	HS ASB SUPPLIES
23-Sep	SAMSCLUB #6405	\$696.40	95	HS ASB CONCESSION SUPPLIES

\$30,232.11

Recording Requested by:
Mr. Dwayne Newman
Superintendent
For the benefit of
Colusa Unified School District
No Fee – Government Code §§ 6103 and 27383

When recorded return to:
Dwayne Newman, Superintendent
Colusa Unified School District
745 10th Street
Colusa, CA 95932

October 12, 2016

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

- That the work of improvements on the real property hereinafter described, consisting of construction of the **Colusa High School Ag Barn** was completed and accepted by the Governing Board of Colusa Unified School District, on the 11th of October, 2016;
- That the name and address of the Owner of said property is as follows: Colusa Unified School District, 745 10th Street, Colusa, CA 95932. That the nature of its title to said property is a fee simple interest;
- That the name of the original contractor for the work of improvement as a whole is Schmidt Construction, Inc.;
- That the property herein referred to, located in the County of Colusa, California, Colusa High School, 901 Colus Ave., Colusa, CA 95932, APN 002-080-005-000 is a portion of the Colusa Unified School District property.

Verification

I, the undersigned, declare that I am the Superintendent of Colusa Unified School District, a public agency, and that I am authorized to make this Verification on the District’s behalf. I have read the foregoing Notice and know its contents, and the same is true to the best of my knowledge and belief.

Executed on _____ of _____ in Colusa, CA.

Dwayne Newman
Superintendent

Colusa Unified School District

State of California

“I certify (or declare) under penalty of perjury that the foregoing is true and correct.”

Date

Dwayne Newman
Superintendent

Recording Requested by:
Mr. Dwayne Newman
Superintendent
For the benefit of
Colusa Unified School District
No Fee – Government Code §§ 6103 and 27383

When recorded return to:
Dwayne Newman, Superintendent
Colusa Unified School District
745 10th Street
Colusa, CA 95932

October 12, 2016

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

- That the work of improvements on the real property hereinafter described, consisting of construction of the **Burchfield Primary School Fire Alarm** was completed and accepted by the Governing Board of Colusa Unified School District, on the 11th of October, 2016;
- That the name and address of the Owner of said property is as follows: Colusa Unified School District, 745 10th Street, Colusa, CA 95932. That the nature of its title to said property is a fee simple interest;
- That the name of the original contractor for the work of improvement as a whole is Gray Electric Company
- That the property herein referred to, located in the County of Colusa, California, Burchfield Primary School, 400 Fremont St., Colusa, CA 95932, APN 001-195-003-000 and 001-242-001-000 and 001-243-001-000 is a portion of the Colusa Unified School District property.

Verification

I, the undersigned, declare that I am the Superintendent of Colusa Unified School District, a public agency, and that I am authorized to make this Verification on the District’s behalf. I have read the foregoing Notice and know its contents, and the same is true to the best of my knowledge and belief.

Executed on _____ of _____ in Colusa, CA.

Dwayne Newman
Superintendent

Colusa Unified School District

State of California

“I certify (or declare) under penalty of perjury that the foregoing is true and correct.”

Date

Dwayne Newman
Superintendent

Recording Requested by:
Mr. Dwayne Newman
Superintendent
For the benefit of
Colusa Unified School District
No Fee – Government Code §§ 6103 and 27383

When recorded return to:
Dwayne Newman, Superintendent
Colusa Unified School District
745 10th Street
Colusa, CA 95932

October 12, 2016

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

- That the work of improvements on the real property hereinafter described, consisting of construction of the **Egling Middle School Fire Alarm** was completed and accepted by the Governing Board of Colusa Unified School District, on the 11th of October, 2016;
- That the name and address of the Owner of said property is as follows: Colusa Unified School District, 745 10th Street, Colusa, CA 95932. That the nature of its title to said property is a fee simple interest;
- That the name of the original contractor for the work of improvement as a whole is Gray Electric Company
- That the property herein referred to, located in the County of Colusa, California, Egling Middle School, 813 Webster St., Colusa, CA 95932, APN 001-185-001-000 and 001-184-001-000 is a portion of the Colusa Unified School District property.

Verification

I, the undersigned, declare that I am the Superintendent of Colusa Unified School District, a public agency, and that I am authorized to make this Verification on the District’s behalf. I have read the foregoing Notice and know its contents, and the same is true to the best of my knowledge and belief.

Executed on _____ of _____ in Colusa, CA.

Dwayne Newman
Superintendent

Colusa Unified School District

State of California

“I certify (or declare) under penalty of perjury that the foregoing is true and correct.”

Date

Dwayne Newman
Superintendent

Recording Requested by:
Mr. Dwayne Newman
Superintendent
For the benefit of
Colusa Unified School District
No Fee – Government Code §§ 6103 and 27383

When recorded return to:
Dwayne Newman, Superintendent
Colusa Unified School District
745 10th Street
Colusa, CA 95932

October 12, 2016

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN:

- That the work of improvements on the real property hereinafter described, consisting of construction of the **Colusa High School Fire Alarm** was completed and accepted by the Governing Board of Colusa Unified School District, on the 11th of October, 2016;
- That the name and address of the Owner of said property is as follows: Colusa Unified School District, 745 10th Street, Colusa, CA 95932. That the nature of its title to said property is a fee simple interest;
- That the name of the original contractor for the work of improvement as a whole is Gray Electric Company
- That the property herein referred to, located in the County of Colusa, California, Colusa High School, 901 Colus Ave., Colusa, CA 95932, APN 002-080-005-000 is a portion of the Colusa Unified School District property.

Verification

I, the undersigned, declare that I am the Superintendent of Colusa Unified School District, a public agency, and that I am authorized to make this Verification on the District’s behalf. I have read the foregoing Notice and know its contents, and the same is true to the best of my knowledge and belief.

Executed on _____ of _____ in Colusa, CA.

Dwayne Newman
Superintendent

Colusa Unified School District

State of California

“I certify (or declare) under penalty of perjury that the foregoing is true and correct.”

Date

Dwayne Newman
Superintendent

MINOR REVISIONS
May 2016
Page 1 of 4

AR 3314 - Payment for Goods and Services

Revise 4th paragraph to reflect Public Contract Code 7201, as amended by AB 1705 (Ch. 670, Statutes of 2014), as follows:

The proceeds to be withheld by the district may exceed five percent when the Board has made a finding, prior to the bid and during a properly noticed and regularly scheduled **public** meeting, that the project is substantially complex and requires a higher retention amount than five percent. In such cases, the Board's finding **shall include a description of the specific project and why it is a unique project that is not regularly, customarily, or routinely performed by the district or licensed contractors. The bid documents shall include details explaining the basis for the finding** and the actual amount to be withheld ~~shall be included in the bid documents.~~ (Public Contract Code 7201)

AR 3515.5 - Sex Offender Notification

Add paragraph to end of AR as follows:

Whenever the principal has granted permission to a person who is required to register as a sex offender pursuant to Penal Code 290 to come into a school building or upon school grounds to volunteer at the school, he/she shall notify the parent/guardian of each student at that school, at least 14 days in advance using one of the methods specified in Education Code 48981, that a registered sex offender has been granted such permission, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

(cf. 1240 - Volunteer Assistance)
(cf. 5145.6 - Parental Notifications)

BP 4030 - Nondiscrimination in Employment

In 1st paragraph, add prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group with one or more of the listed characteristics, as follows:

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression,

sex, or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

AR 4112 - Appointment and Conditions of Employment

H.14.d.

Delete item #3 to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), and renumber the remaining items:

- 3. ~~When required by the federal No Child Left Behind Act for teachers of core academic subjects, possess the qualifications of "highly qualified" teachers as defined in law, Board policy and administrative regulations (20 USC 6319)~~

~~(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)
(cf. 6171 Title I Programs)~~

BP 4112.21 - Interns

H.14.e.

Delete 6th paragraph to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

~~An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100 6112)~~

~~(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)~~

AR 4112.23 - Special Education Staff

H.14.f.

Delete 2nd paragraph to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

~~Special education teachers who teach core academic subjects shall possess the qualifications required by the No Child Left Behind Act. (5 CCR 6100 6126; 20 USC 1401, 6319, 7801; 34 CFR 200.55 200.57, 300.18)~~

~~(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)~~

E 4112.9/4212.9/4312.9 - Employee Notifications

H.14.g.

In section I (To All Employees), revise item on automated external defibrillators to reflect Health and Safety Code 1797.196, as amended by SB 658 (Ch. 264, Statutes of 2015), as follows:

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
Upon placement of automated external defibrillator (AED) in sudden school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, cardiac arrest, school's emergency response plan

In section V (To Individual Employees Under Special Circumstances), add new 1st item at top of section, as follows:

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
In the event of a breach date of security of district incident, records, to affected employees	Civil Code 1798.21	BP 3580	Types of records affected, of breach, description of and, as applicable, contact information for credit agencies

BP 4117.13/4317.13 - Early Retirement Option

H.14.h.

In section "Two Years of Service Credit Retirement Incentive," revise 3rd paragraph to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

The Board may also consider the impact of the early retirement option on the staffing needs of district schools ~~and the ability to satisfy federal requirements for highly qualified teachers pursuant to 20 USC 6319.~~

(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)

AR 5141.4 - Child Abuse Prevention and Reporting

H.14.i.

In section "Training," consider adding optional paragraph at end of section to reflect AB 1058 (Ch. 748, Statutes of 2015), as follows:

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

AR 6158 - Independent Study

H.14.j.

In section "Course-Based Independent Study," revise item #1 to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

1. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential, ~~meet the requirements for highly qualified teachers pursuant to 20 USC 6301,~~ and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)

H.14.k.

AR 6171 - Title I Programs

In section "Schoolwide Programs," delete item #3 to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), and renumber remaining items:

- ~~3. — Instruction by highly qualified teachers~~

(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)

H.14.l.

E(1) 9323.2 - Actions by the Board

In section "Actions Requiring a Four-Fifths Vote of the Board," add new item #5 as follows:

5. **Resolution to award a contract for a public works project at \$187,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the Uniform Public Construction Cost Accounting Act for projects of \$175,000 or less, all bids received are in excess of \$175,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)**

CSBA Sample Board Policy

Instruction

BP 6020(a)

PARENT INVOLVEMENT

Note: 20 USC 6318 **mandates** each district receiving federal Title I, Part A, funds to have a written parent involvement policy developed jointly with and agreed upon by parents/guardians of participating students. Education Code 11504 **mandates** districts to adopt a policy on parent involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect district practice.

In addition, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(cf. 0500 - Accountability)

PARENT INVOLVEMENT (continued)**Title I Schools**

Note: The following section is for use by districts that receive Title I funds. 20 USC 6318 **mandates** that such districts develop, jointly with parents/guardians of participating students, a parent involvement policy which establishes expectations for parent involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) reinforces federal law by requiring annual objectives for the parent involvement program and procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent involvement program.

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

Note: Pursuant to 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. At least 95 percent of the reserved funds must be distributed to eligible schools.

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

(cf. 3100 - Budget)

Note: In addition to the district-level policy described above, 20 USC 6318 requires that each individual school receiving Title I funds have a written parent involvement policy with specified components; see the accompanying administrative regulation.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

PARENT INVOLVEMENT (continued)

Non-Title I Schools

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 **mandates** the Board to adopt a policy on parent involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference: (see next page)

PARENT INVOLVEMENT (continued)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 Schoolwide programs

6316 School improvement

6318 Parent involvement

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

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

California Department of Education, Family, School, Community Partnerships:
<http://www.cde.ca.gov/lsp/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

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

(3/91 6/96) 8/06

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Instruction

AR 6020(a)

PARENT INVOLVEMENT

Note: The following administrative regulation contains parent involvement strategies that meet legal requirements applicable to districts and schools receiving federal Title I funds and those that do not receive Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

Note: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 **mandates** that such districts develop a policy that describes the means by which the district will address the components specified in items #1-6 below. Under each required component, the district should list specific strategies, developed jointly with parents/guardians of participating students, that describe how it will address the component. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

(cf. 6171 - Title I Programs)

Note: Items #a-f below are **optional** and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input

PARENT INVOLVEMENT (continued)

- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

Note: Items #a-d below are **optional** and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues
 - b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops
 - d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)

Note: 20 USC 6318 **mandates** that the district's policy or regulation include items #a-f below. The district may expand these items to describe methods the district will use to carry out each activity.

The Superintendent or designee shall: (20 USC 6318)

PARENT INVOLVEMENT (continued)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.52 - High School Exit Examination)

- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

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

Note: The district may revise item #d below to specify programs offered by the district.
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- d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request

PARENT INVOLVEMENT (continued)

Note: Although not mandated to be included in the district's policy or regulation, item #g reflects a legal requirement in 20 USC 6318(g) to inform parents/guardians about the existence of parent information and resource centers in the state that work with Title I schools, districts, and parents/guardians. See the management resources in the accompanying Board policy for resources that can help districts locate the centers closest to them.

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

Note: Items #a-p below are **optional** and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students. Items #a-h are authorized, but not required, by 20 USC 6318.

In addition, the Superintendent or designee may:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students
- f. Adopt and implement model approaches to improving parent involvement
- g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities

PARENT INVOLVEMENT (continued)

- i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

- j. Provide a master calendar of district activities and district meetings
- k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
- o. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

Note: The district may revise item #4 below to specify programs offered by the district.

- 4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Items #a-d below are **optional** and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

Note: 20 USC 6318 **mandates** that the district's policy or regulation include items #a-b below. The district may expand these items to describe methods the district will use to carry out each activity.

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)

Note: Although not mandated to be included in the district's policy or regulation, item #c below reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent involvement efforts.

- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

Note: Items #a-c below are **optional** and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
 - b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement
6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

Note: Items #a-c below are optional and should be revised to reflect strategies jointly developed by district staff and parents/guardians of participating students.

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Note: Pursuant to 20 USC 6318, the district's parent involvement policy must be incorporated into the district's Title I local educational agency plan. See BP/AR 6171 - Title I Programs for language regarding the plan's development.
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The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

PARENT INVOLVEMENT (continued)**School-Level Policies for Title I Schools**

Note: The following section is for use by districts that receive federal Title I funds. 20 USC 6318 mandates that each individual school receiving Title I funds have a written parent involvement policy, developed jointly with and agreed upon by parents/guardians of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in items #1-8 below. The following section lists the required components but does not include specific strategies which should be added by each school.

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement

Note: As provided in item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Under state law (Education Code 64001), this plan must be incorporated into the single plan for student achievement covering all categorical programs in the state's consolidated application; see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils for further information about the development of this plan.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)

PARENT INVOLVEMENT (continued)

- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

Note: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in item #6 below.

U.S. Department of Education non-regulatory guidance, Parental Involvement: Title I, Part A, provides a sample template that schools may use in the development of the school-parent compact.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5113 - Absences and Excuses)

(cf. 6145 - Extracurricular/Cocurricular Activities)

(cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

PARENT INVOLVEMENT (continued)

- (2) Frequent reports to parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above
 8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Note: The following paragraph is **optional**. Education Code 64001 requires that the single plan for student achievement covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the Board for approval; see BP/AR 0420 - School Plans/Site Councils.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

Note: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 **mandates** the Board to adopt a policy on parent involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502 as reflected in items #1-5 below. Subitems under items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice.

PARENT INVOLVEMENT (continued)

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

Note: Items #a-c below are **optional** and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

Note: Items #a-b below are **optional** and should be revised to reflect district practice.

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

PARENT INVOLVEMENT (continued)

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

Note: Items #a-g below are optional and should be revised to reflect district practice.
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The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

Note: Items #a-b below are optional and should be revised to reflect district practice.
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PARENT INVOLVEMENT (continued)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent involvement programs into school plans for academic accountability

Note: Items #a-b below are optional and should be revised to reflect district practice.
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The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

Philosophy, Goals, Objectives, and Comprehensive Plans

E 0420.41(a)

CHARTER SCHOOL OVERSIGHT

REQUIREMENTS FOR CHARTER SCHOOLS

~~Charter schools are exempt from provisions of the Education Code unless they are expressly included in the law. However,~~ Charter schools **are shall be** subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements **that expressly include charter schools**, including, but not limited to, requirements that each charter school:

- 3.1.** Be nonsectarian in its programs, admission policies, employment practices, and all other operations (Education Code 47605)
- 4.2.** Not discriminate against any student on the basis of the characteristics listed in Education Code 220 (Education Code 47605)
- 5.3.** Not charge tuition (Education Code 47605)
- 6.4.** Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
- 7.5.** Adhere to all laws establishing the minimum age for public school attendance (Education Code 47610)
- 8.6.** Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965 (Education Code 47612)
- 9.7.** Serve students with disabilities in the same manner as such students are served in other public schools (Education Code 47646, 56145)
- 10.8.** Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within the state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area. (Education Code 47605)

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an admissions preference for students who are currently enrolled in the public elementary

school and for students who reside in the public school attendance area. (Education Code 47605.3)

- b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing. However, preference shall be extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5. (Education Code 47605)
- c. Other admissions preferences may be permitted by the chartering district on an individual school basis consistent with law. (Education Code 47605)

11.9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d) (Education Code 48850; 42 USC 11431-11435)

12.10. ~~If the school participates as a member of a special education local plan area (SELPA);~~ Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth (Education Code 48853.5, 48859)

13.11. If the school offers a kindergarten program: (Education Code 48000)

- a. Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2
- b. Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000 by August 1, 2020

14.12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold (Education Code 47605)

~~15. Require its teachers of core academic subjects to satisfy requirements for "highly qualified teachers" as defined by the State Board of Education (SBE) (20 USC 6319; 34 CFR 300.18)~~

Note: Education Code 44691, as amended by AB 1432 (Ch. 797, Statutes of 2014), adds the following requirement for charter schools.

16.13. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on their behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment (Education Code 44691)

17.14. Not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law (Education Code 44830.1, 45122.1)

18.15. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for

- more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending (Education Code 44030.5)
- 19.16.** Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System (Education Code 47610)
 - 20.17.** Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment (Education Code 47611.5)
 - ~~21. — If the school receives Title I funds, meet federal requirements for qualifications of paraprofessionals working in programs supported by Title I funds (20 USC 6319)~~
 - 18.** **If the school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy, with specified components (Education Code 51224.7)**
 - ~~22.19.~~ Meet all statewide standards and conduct ~~the student assessments required by Education Code 60605 and 60851 and any other statewide standards or any statewide~~ assessments applicable to noncharter public schools (Education Code 47605, 47612.5, **60605, 60850-60859**)
 - 20.** **Until July 31, 2018, grant a high school diploma to any student who completed grade 12 in the 2003-04 school year or a subsequent school year and who has met all applicable graduation requirements other than the passage of the high school exit examination (Education Code 60851.6)**
 - ~~23.21.~~ Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school (Education Code 46201.2, 47612.5)
 - ~~24.22.~~ If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e) (Education Code 47612.5, 51747.3; 5 CCR 11705)
 - ~~25.23.~~ Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through nonclassroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education (Education Code 47612.5, 47634.2; 5 CCR 11963.2)
 - ~~26.24.~~ If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level (Education Code 221.9)
 - ~~27.25.~~ If the school offers an athletic program, annually provide an information sheet about concussion and head injury to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the

remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to return to the activity. (Education Code 49475)

28.26. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs (Education Code 47605)

29.27. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications (Education Code 48907, 48950)

30.28. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)

31.29. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information (Education Code 47605)

32.30. Electronically submit the grade point average of all students in grade 12 to the Student Aid Commission each academic year for use in the Cal Grant program, after notifying the students and their parents/guardians as applicable, by October 15 of each year, of the opportunity to opt out of being deemed a Cal Grant applicant within a specified period of time of at least 30 days (Education Code 69432.9)

33.31. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions: (Education Code 47610, 47610.5)

- a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
- b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.

32. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding (Education Code 222)

34.33. Ensure the availability and proper use of emergency epinephrine auto-injectors by: (Education Code 49414)

- a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary schools, one regular device if there are no students who require a junior device

- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
- c. Providing defense and indemnification to volunteers for any and all civil liability from such administration

35.34. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records (Education Code 47604.3)

36.35. Annually prepare and submit financial reports to the district Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:

- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement. (Education Code 47604.33)
- b. By July 1 each year, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the **SBE local control and accountability plan** template in ~~accordance with Education Code 47606.5~~ **5 CCR 15497.5**. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions. (Education Code 47604.33, 47606.5; **5 CCR 15497.5**)

When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students. (Education Code 47606.5)

- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. (Education Code 47604.33)
- d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31. (Education Code 47604.33)
- e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year. (Education Code 42100, 47604.33)

- f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the state Controller and the California Department of Education. (Education Code 47605)

36. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670 (5 CCR 4600)

37. Annually adopt a school accountability report card containing the information specified in state law, and notify parents/guardians that a hard copy will be provided upon request (Education Code 33126-33126.15, 35256-33258, 41409.3, 47612; California Constitution, Article XVI, Section 8.5)

In addition, charter schools shall comply with the state and federal constitutions, applicable federal laws, and state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963 **and the conflict of interest laws in Government Code 1090-1099 and 87100-91014.**

(10/13 4/15) 5/16

H.14.o.

Community Relations

BP 1230(a)

SCHOOL-CONNECTED ORGANIZATIONS

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting **the district's educational** and extracurricular programs, ~~such as athletic teams, debate teams, or musical groups.~~ The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's **toward the Board's vision for student learning and for providing all district students with high-quality educational opportunities.**

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

Persons proposing to establish a school-connected organization shall submit a request to the Board for authorization to operate **within the district or at the-a district school.**

~~The Board recognizes that school connected organizations are separate legal entities, independent of the district.~~ **A school-connected organization, including a booster club, parent-teacher association or organization, or other organization that does not include an associated student body or other student organization, shall be established and maintained as a separate entity from the school or district. Each school-connected**

organization shall be subject to its own bylaws and operational procedures or to the rules or bylaws of its affiliated state or national organization, as applicable.

~~The Board encourages school connected organizations to consider the impact of fund raising activities on the overall school and district program.~~ **In addition,** activities by school-connected organizations shall ~~not conflict~~ **be conducted in accordance** with law, Board policies, administrative regulations, ~~or and~~ any rules of the sponsoring school.

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

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

In addition, The Superintendent or designee shall establish appropriate **internal controls rules** for the relationship between school-connected organizations and the district.

~~However, in order to help the Board fulfill its legal and fiduciary responsibility to manage~~

~~district operations, any school-connected organization that desires to raise money to benefit any district students shall submit a request for authorization to the Board, in accordance with Board policy and administrative regulation.~~ **A school-connected organization shall obtain the written approval of the Superintendent or designee prior to soliciting funds upon the representation that the funds will be used wholly or in part for the benefit of a district school or the students at that school. (Education Code 51521)**

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

A school-connected organization may consult with the principal to determine school needs and priorities.

Any participation in fundraising activities by students and their parents/guardians and/or any donation of funds or property shall be voluntary. (Education Code 49011)

(cf. 3260 - Fees and Charges)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

35160 *Authority of governing boards*

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

48931 *Authorization for sale of food by student organization*

48932 *Authorization for fund-raising activities by student organization*

49011 *Student fees*

~~49431 *Sale of food to elementary students during the school day*~~

~~49431.2 *Sale of food to middle, junior, or high school students*~~

~~49431.5 *Sale of beverages at elementary, middle, or junior high schools*~~

49431-49431.7 *Nutritional standards*

51520 *Prohibited solicitation on school premises*

51521 *Fund-raising project*

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

15575-15578 Requirements for foods and beverages outside the federal meals program

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 7

210.11 Competitive food services

220.12 Competitive food services

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

2015 ASB Accounting Manual, Fraud Prevention Guide and Desk Reference

WEB SITES

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

California Office of the Attorney General, charitable trust registry: <http://caag.state.ca.us/charities>

California State PTA: <http://www.capta.org>

Fiscal Crisis and Management Assistance Team (FCMAT); <http://www.fcmat.org>

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Community Relations

AR 1230(a)

SCHOOL-CONNECTED ORGANIZATIONS

Persons proposing to establish a school-connected organization shall submit a request to the Governing Board for authorization to operate at the school. The A school-connected organization's request for authorization to operate within the district or at a district school shall contain, as appropriate:

1. The name and purpose of the organization
2. The date of application
3. Bylaws, rules, and procedures under which the organization will operate, including procedures for maintaining the organization's finances, membership qualifications, if any, and an agreement that the group will not engage in unlawful discrimination

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

4. The names, addresses, and phone numbers of all officers

5. A list of specific objectives
6. An agreement to grant the district the right to audit the group's financial records ~~at any time~~, either by district personnel or a certified public accountant, **whenever any concern is raised regarding the use of the funds**
7. The name of the bank where the organization's account will be located and the names of those authorized to withdraw funds
8. The signature of the principal of the supporting school
9. Planned use for any money remaining at the end of the year if the organization is not continued or authorized to continue in the future
10. An agreement to provide evidence of liability **and/or directors and officers** insurance ~~as~~ **when and in the manner** required by law

(cf. 1330 - Use of School Facilities)

Requests for subsequent authorization shall be ~~presented~~ **annually submitted** to the Superintendent or designee **annually**, along with a financial statement showing all income and expenditures from fundraisers. If the Superintendent or designee proposes to deny the request for reauthorization, he/she shall present his/**her** recommendation to the **Governing** Board for approval.

When deemed necessary by the Board or the Superintendent or designee, the authorization for a school-connected organization to conduct activities in the district may be revoked at any time.

~~Upon consent of the Superintendent or designee, school-connected organizations may use the school's name, school team's name, or any logo attributable to the school or district.~~

Each school-connected organization shall abide by the following rules:

- 1. The organization shall not act as an agent of the district or school.**
- 2. The organization shall not use the district's tax-exempt status and identification number. It shall be responsible for its own tax status, accounting, internal controls, financial reporting, retention of records, and other operations.**
- 3. The organization shall use a separate name and logo. Any use of a name or logo affiliated with the district, a district school, or a school team shall require the prior consent of the Superintendent or designee.**

AR 1230(c)

SCHOOL-CONNECTED ORGANIZATIONS (continued)

4. Funds of the school-connected organization shall not be co-mingled with district funds, including associated student body funds.

5. The school-connected organizations are prohibited from hiring shall not hire or directly paying any district employees. Organizations may make donations to the district to cover the costs of additional employees, but only if such positions are approved in advance by the Board. If a school-connected organization wishes to pay for additional and/or extracurricular services, the person to provide the services shall be hired through the district's personnel department, provided the Board approves the position. At their discretion, employees may volunteer to perform activities for school-connected organizations during nonworking hours.

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(12/90 7/07) 5/16

H.14.p.

Business and Noninstructional Operations

BP 3541.2(a)

TRANSPORTATION FOR STUDENTS WITH DISABILITIES

The Governing Board desires to meet the transportation needs of students with disabilities to enable them to benefit from special education and related services. The Governing Board shall ensure that The district shall provide appropriate transportation services are provided for a students with disabilities as specified in when the district is the student's district of residence and the transportation services are required by their his/her individualized education program (IEP) or Section 504 accommodation plan. The district shall make home to school transportation available for students at no cost to parents/guardians as specified in the student's IEP.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 3540 - Transportation)

(cf. 6159 - Individualized Education Program (IEP))

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

The Superintendent or designee shall establish criteria and procedures for determining the most appropriate mode of transportation for an individual student based on identified needs as determined in the IEP or accommodation plan.

The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan.

The Superintendent or designee shall provide IEP teams with information about district transportation services in order to assist them in making decisions as to the mode, schedule, and location of transportation services that may be available to each student with disabilities. The IEP team may communicate with district transportation staff and/or invite transportation staff to attend IEP team meetings where the student's transportation needs will be discussed.

Transportation services specified in a student's IEP or Section 504 plan shall be provided at no cost to the student or his/her parent/guardian.

(cf. 3250 - Transportation Fees)

If the disabled a student whose IEP or accommodation plan specifies transportation needs is excluded from school bus transportation for any reason, such as suspension, expulsion, or other reason, the district shall provide alternative transportation at no cost to the student or parent/guardian provided that transportation is specified in the student's IEP. (Education Code 48915.5)

(cf. 5131.1 - Bus Conduct)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Superintendent or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

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

(cf. 3541 - Transportation Routes and Services)

The Superintendent or designee shall **establish procedures to ensure compatibility between that any mobile seating devices used on district buses and are compatible with bus securement systems required by 49 CFR 571.222. (Education Code 56195.8)**

(cf. 3542 - School Bus Drivers)

As necessary, a student with disabilities may be accompanied on school transportation by a service animal, as defined in 28 CFR 35.104, including a specially trained guide dogs, signal dogs, and or service dogs trained to provide assistance to disabled persons may be transported in a school bus when accompanied by disabled students, disabled teachers, or persons training the dogs. (Education Code 39839; Civil Code 54.1-54.2; 28 CFR 35.136)

(cf. 6163.2 - Animals at School)

When transportation is not specifically required by the IEP or Section 504 plan of a student with disabilities, the student shall be subject to the rules and policies regarding regular transportation offerings within the district.

Legal Reference:

EDUCATION CODE

39807.5 *Payment of transportation cost*

39839 *Guide dogs, signal dogs, and service dogs on bus*

41850-41854 *Allowances for transportation*

48300-48315 *Alternative interdistrict attendance program*
48915.5 *Expulsion of students with exceptional needs*
56040 *No cost for special education and related services*
56195.8 *Adoption of policies*
56327 *Assessment for special education and related services*
56345 *Individualized education program*
56366 56365-56366.1 *Nonpublic nonsectarian schools or agencies*
56366.1 *Waiver of requirements under section 56365 and 56366*

CIVIL CODE

54.1-54.2 *Service animals*

CODE OF REGULATIONS, TITLE 5

15050 *Transfer of funds to child development fund and development center for handicapped pupils fund*

15243 *Physically handicapped minors*

15271 *Exclusion from report*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

794 *Section 504 of the Rehabilitation Act of 1973*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 *Definitions*

35.136 *Service animals*

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34

104.4 *Equal opportunity under the Rehabilitation Act of 1973, Section 504*

300.1-300.818 *Individuals with Disabilities Education Act, especially:*

300.34 *Transportation defined as related service*

CODE OF FEDERAL REGULATIONS, TITLE 49

571.222 *Federal requirements for bus securement systems*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Special Education Transportation Guidelines

Pupil Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

0609.95 *School transportation fee exemption for handicapped children and pupils whose parents or guardians are indigent (LO: 2-95)*

0500.92 *Implementation of Special Education Transportation Apportionment (#92-02)*

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, 2009

Questions and Answers on Serving Children with Disabilities Eligible for Transportation, 2009

WEB SITES

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

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

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Business and Noninstructional Operations

BP 3580(a)

DISTRICT RECORDS

The Governing Board recognizes the importance of securing and retaining district documents. The Superintendent or designee shall ensure that district records are developed, maintained, and disposed of in accordance with law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

(cf. 3440 - Inventories)

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

(cf. 5125 - Student Records)

The Superintendent or designee shall consult with district legal counsel, site administrators, district information technology staff, personnel department staff, and others as necessary to develop a secure document management system that provides for the storage, retrieval, archiving, and destruction of district documents, including electronically stored information such as email. This document management system shall be designed to comply with state and federal laws regarding security of records, record retention and destruction, response to "litigation hold" discovery requests, and the recovery of records in the event of a disaster or emergency.

(cf. 0440 - District Technology Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 4040 - Employee Use of Technology)

(cf. 9011 - Board Member Electronic Communications)

The Superintendent or designee shall ensure the confidentiality of records as required by law and shall establish regulations to safeguard data against damage, loss, or theft.

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that employees receive information about the district's document management system, including retention and confidentiality requirements and an employee's obligations in the event of a litigation hold established on the advice of legal counsel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~In the event of any known or reasonably suspected breach of the security of district records containing confidential personal information including, but not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account, the Superintendent or designee shall immediately notify local law enforcement agencies and any affected persons. Notification of affected individuals may be delayed if a law enforcement agency determines that the notification would impede a criminal investigation.~~

If the district discovers or is notified that a breach of security of district records containing unencrypted personal information has occurred, the Superintendent or designee shall notify every individual whose personal information was, or is reasonably believed to have been, acquired by an unauthorized person. Personal information includes, but is not limited to, a social security number, driver's license or identification card number, medical information, health insurance information, or an account number in combination with an access code or password that would permit access to a financial account. (Civil Code 1798.29)

The Superintendent or designee shall provide the notice in a timely manner either in writing or electronically, unless otherwise provided in law. The notice shall include the material specified in Civil Code 1798.29, be formatted as required, and be distributed in a timely manner, consistent with the legitimate needs of law enforcement to conduct an uncompromised investigation or any measures necessary to determine the scope of the breach and restore reasonable integrity of the data system. (Civil Code 1798.29)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

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

(cf. 5145.6 - Parental Notifications)

Safe at Home Program

District public records shall not include the actual addresses of students, parents/guardians, or employees when a substitute address is designated by the Secretary of State pursuant to the Safe at Home program. (Government Code 6206, 6207)

When a substitute address card is provided pursuant to this program, the confidential, actual address may be used only to establish district residency requirements for enrollment and for school emergency purposes.

(cf. 5111.1 - District Residency)

(cf. 5141 - Health Care and Emergencies)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35163 Official actions, minutes and journal

35250-35255 Records and reports

44031 Personnel file contents and inspection

49065 Reasonable charge for transcripts

49069 Absolute right to access

CIVIL CODE

1798.29 Breach of security involving personal information

CODE OF CIVIL PROCEDURE

1985.8 Electronic Discovery Act

2031.010-2031.060 Civil Discovery Act, scope of discovery demand

2031.210-2031.320 Civil Discovery Act, response to inspection demand

GOVERNMENT CODE

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

6252-6265 Inspection of public records

12946 Retention of employment applications and records for two years

PENAL CODE

11170 Retention of child abuse reports

CODE OF REGULATIONS, TITLE 5

430 Individual student records; definition

432 Varieties of student records

16020-16022 Records, general provisions

16023-16027 Retention of records

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy Act

Management Resources:

WEB SITES

California Secretary of State: <http://www.sos.ca.gov/safeathome>

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Students

E 5145.6(a)

PARENTAL NOTIFICATIONS

When to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. Annually			
Beginning of each school year	Education Code 17611.5, 17612, 48980.3	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information, and, if district has no web site and uses certain pesticides, integrated pest management plan
By February 1	Education Code 35256, 35258	BP 0510	School Accountability Report Card provided
Beginning of each school year	Education Code 35291, 48980	AR 5144 AR 5144.1	District and site discipline rules
Beginning of each school year	Education Code 46010.1	BP 5113	Absence for confidential medical services
Beginning of each school year	Education Code 48980	BP 6111	Schedule of minimum days
Beginning of each school year	Education Code 48980, 231.5; 5 CCR 4917	AR 5145.7	Sexual harassment policy as related to students
Beginning of each school year	Education Code	AR 5145.8	Right to refrain from harmful

year	48980, 32255-32255.6		or destructive use of animals
Beginning of each school year	Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361	AR-BP 5111.1 AR 5116.1 AR 5117	All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process
Beginning of each school year, if Board allows such absence	Education Code 48980, 46014	BP 5113 AR 5113	Absence for religious exercises or purposes
Beginning of each school year	Education Code 48980, 48205	BP 5113 AR 5113 AR 6154	Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed
Beginning of each school year	Education Code 48980, 48206.3, 48207, 48208	AR 6183	Availability of home/hospital instruction for students with temporary disabilities
Beginning of each school year	Education Code 48980, 49403	BP 5141.31	Consent to School immunization program
Beginning of each school year	Education Code 48980, 49423, 49480	AR 5141.21	Administration of prescribed medication
Beginning of each school year	Education Code 48980, 49451; 20 USC 1232h	AR 5141.3	Right to refuse consent to physical examination
Beginning of each school year	Education Code 48980, 49471, 49472	BP 5143	Availability of insurance
Beginning of each school year 4622	Education Code 49013; 5 CCR	AR 1312.3 remedies	Uniform complaint procedures, available appeals, civil law
Beginning of each school year	Education Code 49063	AR 5125 AR 5125.3	Challenge, review, and expunging of records
Beginning of each school year	Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7	AR 5125	Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability
Beginning of each school year	Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37	AR 5125.1	Release of directory information

Beginning of each school year	Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5	AR 3553	Free and reduced price meals
Beginning of each school year	Education Code 51513; 20 USC 1232h	AR 5022 BP 6162.8	Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities
Beginning of each school year	Education Code 56301	BP 6164.4	Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment
Beginning of each school year	Education Code 58501, 48980	AR 6181	Alternative schools
Beginning of each school year	Health and Safety Code 104855	AR 5141.6	Availability of dental fluoride treatment; opportunity to accept or deny treatment
Annually	5 CCR 852; Education Code 60615	AR 6162.51	Student's participation in state assessments; option to request exemption from testing
Beginning of each school year, if district receives Title I funds	20 USC 6311-6312; 34 CFR 200.61	AR 4112.24 BP 4112.2 AR 4222	Right to request information re: professional qualifications of child's teacher and paraprofessional
Beginning of each school year, if any district school has been identified for program improvement or corrective action	20 USC 6316	AR 0520.2	Availability of supplemental educational services, identity of providers, description of services, qualifications, effectiveness of providers
Beginning of each school year	34 CFR 104.8, 106.9	BP 0410 BP 6178	Nondiscrimination
Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

II. At Specific Times During the Student's Academic Career

Beginning in grade 7, at least once prior to course selection and career counseling	Education Code 221.5, 48980	BP 6164.2	Course selection and career counseling
When child first enrolls	Education Code	AR 5142.1	Fingerprinting program

in a public school, if the school offers a fingerprinting program	32390, 48980		
When participating in driver training courses under the jurisdiction of the district	Education Code 35211	None	Civil liability, insurance coverage
Upon registration in K-6, if students have not previously been transported	Education Code 39831.5	AR 3543	School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops
Beginning of each school year for high school students, if high school is open campus	Education Code 44808.5, 48980	AR 5112.5	Open campus
Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement	Education Code 48980, 51225.3	AR 6146.1	How each graduation requirement does or does not satisfy college entrance a-g course criteria; district CTE courses that satisfy a-g criteria
Beginning of each school year in grades 9-12 and when high school student transfers into the district	Education Code 48980, 60850	AR 6162.52	Requirement to pass the high school exit exam including: date of exam, requirements for passing, consequences of not passing, and that passing is a condition of graduation
When students entering grade 7	Education Code 49452.7	AR 5141.3	Specified information on type 2 diabetes
When in kindergarten, or first grade if not previously enrolled in public school	Education Code 49452.8	AR 5141.32	Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights
Beginning of each school year for students in grades 9-12	Education Code 51229, 48980	AR 6143	College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors
Beginning of each school year for students in grades 7-12 education; right to view A/V materials, who's teaching,	Education Code 51938, 48980	AR 6142.1	Explanation of sex and HIV/AIDS instruction, Sexual health and HIV prevention request specific Education
Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, 20 days of start of next school year	Education Code 60641; 5 CCR 863	AR 6162.51	Results of tests; test purpose, individual score and intended use

By October 15 for students in grade 12	Education Code 69432.9	AR 5121 AR 5125	Forwarding of student's grade point average to Cal Grant program; timeline to opt out
When child is enrolled in kindergarten	Health and Safety Code 124100, 124105	AR 5141.32	Health screening examination
To students in grades 11-12, early enough to enable registration for fall test	5 CCR 11523	AR 6146.2	Notice of proficiency examination provided under Education Code 48412
To secondary students, if district receives Title I funds	20 USC 7908	AR 5125.1	Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

In the event of a breach of security of district records, to affected persons	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, contact information for credit reporting agencies
Upon receipt of a complaint alleging discrimination	Education Code 262.3	AR 1312.3	Civil law remedies available to complainants
When student has been placed in structured English immersion program	Education Code 310-311; 5 CCR 11309	AR 6174	Student's placement in program, opportunity to apply for parental exception waiver, other rights of student relative to such placements
When determining whether an English learner should be reclassified as fluent English proficient	Education Code 313; 5 CCR 11303	AR 6174	Description of reclassification process, opportunity for parent/guardian to participate
When student is identified as English learner and district receives Title III funds, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year	Education Code 440; 20 USC 7012	AR 6174	Reason for classification, level of English proficiency, description of program(s), option to decline program or choose alternate, exit requirements of program
Before high school student attends specialized secondary program on a university campus	Education Code 17288	None	University campus buildings may not meet Education Code requirements for structural safety
At least 72 hours before use of pesticide product not included in annual list	Education Code 17612	AR 3514.2	Intended use of pesticide product
To members of athletic teams	Education Code 32221.5	AR 5143	Offer of insurance; no-cost and low-cost program options
If school has lost its WASC	Education Code	BP 6190	Loss of status, potential

accreditation status	35178.4		consequences
When district has contracted for electronic products or services that disseminate advertising	Education Code 35182.5	BP 3312	Advertising will be used in the classroom or learning center
At least six months before implementing uniform policy	Education Code 35183	AR 5132	Dress code policy requiring schoolwide uniform
Before implementing a year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round schedule
When interdistrict transfer is requested and not approved or denied within 30 days	Education Code 46601	AR 5117	Appeal process
Before early entry to kindergarten, if offered	Education Code 48000	AR 5111	Effects, advantages and disadvantages of early entry
When student identified as being at risk of retention	Education Code 48070.5	AR 5123	Student at risk of retention
When student excluded due to quarantine, contagious or infectious disease, danger to safety or health	Education Code 48213	AR 5112.2 BP 5141.33	Student has been excluded from school
Before already admitted student is excluded for lack of immunization	Education Code 48216; 17 CCR 6040	AR 5141.31	Need to submit evidence of immunization or exemption within 10 school days; referral to medical care
When a student is classified a truant	Education Code 48260.5, 48262	AR 5113.1	Truancy, parental obligation, availability of alternative programs, student consequences, need for conference
When a truant is referred to a SARB or probation department	Education Code 48263	AR 5113.1	Name and address of SARB or probation department and reason for referral
When a school is identified on the state's Open Enrollment List	Education Code 48354; 5 CCR 4702	AR 5118	Student's option to transfer to another school
Within 60 days of receiving application for transfer out of open enrollment school	Education Code 48357; 5 CCR 4702	AR 5118	Whether student's transfer application is accepted or rejected; reasons for rejection
When student requests to voluntarily transfer to continuation school	Education Code 48432.3	AR 6184	Copy of district policy and regulation on continuation education
Prior to involuntary transfer to continuation school	Education Code 48432.5	AR 6184	Right to request meeting prior to involuntary transfer to continuation school

To person holding educational rights, prior to recommending placement of foster youth outside school of origin	Education Code 48853.5	AR 6173.1	Basis for the placement recommendation
When student is removed from class and teacher requires parental attendance at school	Education Code 48900.1	AR 5144.4	Parental attendance required; timeline for attendance
Prior to withholding grades, diplomas, or transcripts	Education Code 48904	AR 5125.2	Damaged school property
When withholding grades, diplomas or transcripts from transferring student	Education Code 48904.3	AR 5125.2	Next school will continue withholding grades, diplomas, or transcripts
When student is released to peace officer	Education Code 48906	BP 5145.11	Release of student to peace officer for the purpose of removing minor from school premises
At time of suspension	Education Code 48911	BP 5144.1 AR 5144.1	Notice of suspension
When original period of suspension is extended	Education Code 48911	AR 5144.1	Extension of suspension
At the time a student is assigned to a supervised suspension classroom	Education Code 48911.1	AR 5144.1	The student's assignment to a supervised suspension classroom
Before holding a closed session re: suspension	Education Code 48912	AR 5144.1	Intent to hold a closed session re: suspension
When student expelled from another district for certain acts seeks admission	Education Code 48915.1, 48918	BP 5119	Hearing re: possible danger presented by expelled student
When readmission is denied	Education Code 48916	AR 5144.1	Reasons for denial; determination of assigned program
When expulsion occurs	Education Code 48916	AR 5144.1	Readmission procedures
At least 10 calendar days before expulsion hearing	Education Code 48918	AR 5144.1	Notice of expulsion hearing
When expulsion or suspension of expulsion occurs	Education Code 48918	AR 5144.1	Decision to expel; right to appeal to county board; obligation to inform new district of status
One month before the scheduled minimum day	Education Code 48980	BP 6111	When minimum days are scheduled after beginning of the school year
When parents/guardians	Education Code	AR 5141.4	Guidelines for filing

request guidelines for filing complaint of child abuse at a school site	48987		complaint of child abuse at a school site with local child protective agencies
When student in danger of failing a course	Education Code 49067	AR 5121	Student in danger of failing a course
When student transfers from another district or private school	Education Code 49068	AR 5125	Right to receive copy of student's record and to challenge its content
When district is considering program to gather safety-related information from students' social media activity	Education Code 49073.6	BP 5125	Opportunity for input on proposed program
When district adopts program to gather information from students' social media activity, and annually thereafter	Education Code 49073.6	AR 5125	Information is being gathered, access to records, process for removal or corrections, destruction of records
Within 24 hours of release of information to a judge or probation officer	Education Code 49076	AR 5125	Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition
Before release of information pursuant to court order or subpoena	Education Code 49077	AR 5125	Release of information pursuant to court order or subpoena
When screening results in suspicion that student has scoliosis	Education Code 49452.5	AR 5141.3	Scoliosis screening
When test results in discovery of visual or hearing defects	Education Code 49456; 17 CCR 2951	AR 5141.3	Vision or hearing test results
Annually to parents/guardians of student athletes before their first practice or competition	Education Code 49475	AR 6145.2	Information on concussions and head injuries
To person holding educational rights, within 30 days of foster or homeless youth's transfer between high schools	Education Code 51225.1	AR 6173 AR 6173.1	Exemption from local graduation requirements, effect on college admission, option for fifth year of high school
Before any test/survey questioning personal beliefs	Education Code 51513	AR 5022	Permission for test, survey questioning personal beliefs
Within 14 days of instruction if arrangement made for guest speaker after beginning of school year	Education Code 51938	AR 6142.1	Instruction in HIV/ AIDS or prevention or sexual health education by guest speaker or outside consultant
Prior to administering survey regarding health risks and	Education Code 51938	AR 5022	Notice that the survey will be administered

behaviors to students in 7-12

Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency	Education Code 52164.1, 52164.3; 5 CCR 11511.5	AR 6174	Results of state test of English proficiency
When migrant education program is established	Education Code 54444.2	BP 6175 AR 6175	Parent advisory council membership composition
When child participates in licensed child care and development program	Health and Safety Code 1596.857	AR 5148	Parent/guardian right to enter facility
When district receives Tobacco-Use Prevention Education Funds	Health and Safety Code 104420	AR 3513.3	The district's tobacco-free schools policy and enforcement procedures
When sharing student immunization information with an immunization system	Health and Safety Code 120440	AR 5125	Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share
At least 14 days prior to sex offender coming on campus as volunteer	Penal Code 626.81	AR 1240 BP 1250	Dates and times permission granted; obtaining information from law enforcement
When hearing is requested by person asked to leave school premises	Penal Code 627.5	AR 3515.2	Notice of hearing
When responding to complaint re: discrimination, special education, or noncompliance with law	5 CCR 4631	AR 1312.3	Findings, disposition of complaint, any corrective actions, appeal rights and procedures
When child participates in licensed child care and development program	5 CCR 18066	AR 5148	Policies re: excused and unexcused absences
When district substantively changes policy on student privacy rights	20 USC 1232h	AR 5022	Notice of any substantive change in policy or regulation
For districts receiving Title I funds, when child has been assigned or taught for four or more consecutive weeks by a teacher who is not "highly qualified" does not meet state certification requirements for the grade level/subject taught	20 USC 6311 6312	AR 4112.24	Timely notice to parent/guardian of child's assignment
When school identified for program improvement or corrective action, within 30 days of failure to make annual yearly progress, to parents/	20 USC 6312	AR 0520.2	Notice of failure to make adequate yearly progress

guardians of English learners

For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners	20 USC 6312	AR 6174	Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose other program
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When school identified for program improvement or corrective action	20 USC 6316	AR 0520.2 AR 5116.1	Explanation of identification, reasons, how problem will be addressed, how parents/guardians can become involved, transfer option, availability of supplemental services
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When district identified for program improvement	20 USC 6316	AR 0520.3	Explanation of status, reasons for identification, how parents/guardians can participate in upgrading district
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For schools receiving Title I funds, upon development of parent involvement policy	20 USC 6318 6316	AR 6020	Notice of policy
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For districts receiving Title III funds, within 30 days of the annual release of state Title III accountability report	20 USC 7012	AR 6174	Notification of any failure to make progress on state's measurable achievement objectives for English learners
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When household is selected for verification of eligibility for free or reduced-price meals	42 USC 1758; 7 CFR 245.6a	AR 3553	Notice of Need to submit verification information; any subsequent change in benefits; right to appeal appeals
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When student is homeless or unaccompanied minor	42 USC 11432; Education Code 48852.5	AR 6173	Educational and related opportunities; transportation services; placement decision and right to appeal
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When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30	34 CFR 99.34	AR 5125	Right to review records
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When district receives federal funding assistance for nutrition program	USDA FNS Instruction 113-1	BP 3555	Rights and responsibilities, nondiscrimination policy, complaint procedures
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IV. Special Education Notices

Prior to conducting initial evaluation	Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415(d); 34 CFR	BP 6159.1 AR 6159.1 AR 6164.4	Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards
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	300.502, 300.503		
Before functional behavioral assessment begins	Education Code 56321	AR 6159.4	Notification and consent
24 hours before IEP when district intending to record	Education Code 56341.1	AR 6159	Intention to audio-record IEP meeting
Early enough to ensure opportunity for parent/guardian to attend IEP meeting	Education Code 56341.5; 34 CFR 300.322	AR 6159	Time, purpose, location, who in attendance, participation of others with special knowledge, transition statements if appropriate
When parent/guardian orally requests review of IEP	Education Code 56343.5	AR 6159	Need for written request
Within one school day of emergency intervention or serious property damage	Education Code 56521.1	AR 6159.4	Emergency intervention
Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services	20 USC 1415(c); 34 CFR 300.300, 300.503	AR 6159 AR 6159.1	Prior written notice
Upon filing of state complaint	20 USC 1415(d); 34 CFR 300.504	AR 6159.1	Procedural safeguards notice
When disciplinary measures are taken or change in placement	20 USC 1415(k); 34 CFR 300.530	AR 5144.2	Decision and procedural safeguards notice
Upon requesting a due process hearing	20 USC 1415(k); 34 CFR 300.508	AR 6159.1	Student's name, address, school, description of problem, proposed resolution
Eligibility for services under Section 504	34 CFR 104.32, 104.36	AR 6164.6	District responsibilities, district actions, procedural safeguards

V. Classroom Notices

In each classroom in each school	Education Code 35186	AR 1312.4 E 1312.4	Complaints re: sufficiency of instructional materials, teacher vacancy or misassignment, maintenance of facilities
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CSBA Sample

Board Bylaws

BB 9222(a)

RESIGNATION

A **member of the** Governing Board ~~member~~ who wishes to resign **from the Board** ~~may do so by filing~~ **shall file** a written resignation with the County Superintendent of Schools. (Education Code 5090)

~~copy shall be given~~ **The resigning Board member shall also notify the Board and give a copy of his/her written resignation** to the Board secretary.

The ~~written~~ resignation ~~is~~ **shall become** effective when filed **with the County Superintendent**, except when a deferred effective date is specified in the resignation. A Board member may not defer the effective date of his/her resignation for more than 60 days after ~~filing~~ **he/she files the resignation with the County Superintendent**. (Education Code 5090, 5091)

Once filed, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable ~~upon being filed~~. (Education Code 5090)

~~Upon resignation, the Board member may continue to exercise all his/her powers, save that of voting for a successor, until the effective date of resignation.~~ **A Board member who tenders his/her resignation with a deferred effective date shall, until the effective date of the resignation, continue to exercise all the powers of the office, except that he/she shall not have the right to vote for his/her successor in an action taken by the Board to make a provisional appointment.** (Education Code ~~5091~~, 35178)

(cf. 9223 - Filling Vacancies)

A Board member who resigns shall file, within 30 days of leaving office, a revised Statement of Economic Interest/Form 700 covering the period of time between the closing date of the last statement required to be filed and the date he/she leaves office. (Government Code 87302, 87500)

(cf. 9270 - Conflict of Interest)

Legal Reference:

EDUCATION CODE

~~5090 Definition (vacancy)~~

~~5091 Special election~~

5090-5095 Vacancies on the board

~~35178 Resignation with deferred effective date~~

GOVERNMENT CODE

1770 Vacancy on the board

87300-87313 Conflict of interest code

87500 Statement of economic interests

Management Resources:

CSBA PUBLICATIONS

Filling a Board Vacancy, rev. December 2010

WEB SITES

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

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Board Bylaws

BB 9270(a)

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. ~~In accordance with law, Board members and designated employees shall disclose any conflict of interest and, as necessary, shall abstain from participating in the decision.~~ **Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by his/her financial, family, or other personal interest or consideration.**

(cf. 9005 - Governance Standards)

Even if ~~there is not~~ a prohibited conflict of interest **does not exist**, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. *Relative* means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt ~~a resolution that specifies the terms of~~ **for** the district's a conflict of interest code; **that incorporates the provisions of 2 CCR 18730 by reference, specifies** the district's designated positions, and **provides** the disclosure categories required for each position. **The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)**

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body **or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)**

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days **after the changed circumstances necessitating the amendments have become apparent.** (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

(cf. 9320 - Meetings and Notices)

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last **required** statement and the date of leaving office or district employment. (Government Code 87302, ~~87500~~ **87302.6**)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member, ~~or~~ designated employee, **or other person in a designated position** shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A **disqualifying** conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," **which is distinguishable from the effect on the public generally,** ~~on one or more of the Board member's or designated employee's, or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700.~~ **"economic interests," unless the effect is indistinguishable from the effect on the public generally or the Board member's or designated employee's participation is legally required.** (Government Code 87100, 87101, 87103; 2 CCR 18700-18709)

A Board member, ~~or~~ designated employee, **or other person in a designated position** makes a governmental decision when; **he/she,** acting within the authority of his/her office or position, ~~he/she votes on a matter, appoints a person, obligates or commits the district to any course of action, or enters into any contractual agreement on behalf of the district. (2 CCR 18702.1)~~ **authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.**

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

~~A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may~~

~~remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)~~

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR ~~18702.5~~ **18707**)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Recuse himself/herself from discussing and voting on the matter, or otherwise acting in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. He/she may listen to the public discussion **and deliberations** of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member must recuse himself/herself from discussing or voting on that matter, but the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose his/her interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that his/her recusal is because of a conflict of interest pursuant to Government Code 87100. He/she shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision.

(cf. 3430 - Investing)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Conflict of Interest under Government Code 1090 - **Financial Interest in a Contract**

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest **in a contract**

made by the Board, the district is barred from entering into the contract **is void**. (Government Code 1090; Klistoff v. Superior Court, (2007) 157 Cal.App. 4th 469)

A Board member shall not be considered to be financially interested in a contract in which he/she has only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member **or district official** to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract ~~if in which~~ his/her interest is a "noninterest" as defined in Government Code 1091.5. ~~One such~~ Noninterest **includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, is when a Board member's in the employment of his/her** spouse/registered domestic partner **who** has been a district employee for at least one year prior to the Board member's election or appointment, **or in any other applicable circumstance specified in** (Government Code 1091.5).

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Rule of Necessity or Legally Required Participation

~~On a case by case basis and upon advice of legal counsel, a Board member with a financial interest in a contract may participate in the making of the contract if the rule of necessity or legally required participation applies pursuant to Government Code 87101 and 2 CCR 18708.~~

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

BB 9270(i)

CONFLICT OF INTEREST (continued)

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, ~~except as described in Government Code 89506~~**except when: (Government Code 89506)**

- 1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.**
- 2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.**

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private **conference, convention, meeting, social event, meal, or like gathering.** ~~in accordance with law~~ (Government Code 89501, 89502)

The term *honorarium* does not include: (Government Code 89501)

BB 9270(j)

CONFLICT OF INTEREST (continued)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Legal Reference:

EDUCATION CODE

1006 *Qualifications for holding office*

35107 *School district employees*

35230-35240 *Corrupt practices, especially:*

35233 *Prohibitions applicable to members of governing boards*

41000-41003 *Moneys received by school districts*

41015 Investments

FAMILY CODE

297.5 *Rights, protections, and benefits of registered domestic partners*

GOVERNMENT CODE

1090-1099 *Prohibitions applicable to specified officers*

1125-1129 *Incompatible activities*

81000-91014 *Political Reform Act of 1974, especially:*

82011 *Code reviewing body*

82019 Definition, designated employee

82028 Definition, gift

82030 Definition, income

82033 Definition, interest in real property

82034 Definition, investment

87100-87103.6 *General prohibitions*

87200-87210 *Disclosure*

87300-87313 *Conflict of interest code*

87500 *Statements of economic interests*

89501-89503 *Honoraria and gifts*

89506 Ethics; travel

91000-91014 *Enforcement*

PENAL CODE

85-88 *Bribes*

REVENUE AND TAXATION CODE

203 Taxable and exempt property - colleges

CODE OF REGULATIONS, TITLE 2

18110-18997 *Regulations of the Fair Political Practices Commission, especially:*

18702.5 Public identification of a conflict of interest for Section 87200 filers

18700-18707 General prohibitions

18722-18740 Disclosure of interests

18750.1-18756 Conflict of interest codes

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

ATTORNEY GENERAL OPINIONS

92 *Ops.Cal.Atty.Gen. 26 (2009)*

92 *Ops.Cal.Atty.Gen. 19 (2009)*

89 *Ops.Cal.Atty.Gen. 217 (2006)*

86 *Ops.Cal.Atty.Gen. 138(2003)*

85 *Ops.Cal.Atty.Gen. 60 (2002)*

82 *Ops.Cal.Atty.Gen. 83 (1999)*

81 *Ops.Cal.Atty.Gen. 327 (1998)*

80 *Ops.Cal.Atty.Gen. 320 (1997)*

69 *Ops.Cal.Atty.Gen. 255 (1986)*

68 *Ops.Cal.Atty.Gen. 171 (1985)*

65 *Ops.Cal.Atty.Gen. 606 (1982)*

63 *Ops.Cal.Atty.Gen. 868 (1980)*

Management Resources:

CSBA PUBLICATIONS

Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
FAIR POLITICAL PRACTICES COMMISSION PUBLICATIONS

Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009

Understanding the Basics of Public Service Ethics: Transparency Laws, 2009

WEB SITES

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

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

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

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Board Bylaws

E 9270(a)

CONFLICT OF INTEREST

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the _____ School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the _____ School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the _____ School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

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

AYES: _____ NOES: _____ ABSENT: _____

Attest:

Secretary/President

E 9270(c)

CONFLICT OF INTEREST (continued)

**Conflict of Interest Code of the
_____ School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

Designated Positions

<u>Designated Position</u>	<u>Disclosure Category</u>
Governing Board Members	1
Superintendent of Schools	1
Director	2
Principal	2
Assistant Principal	2
Maintenance and Operations Director	2
Program Coordinator	2
Project Specialist	2
Supervisor	2
Dean of Students	2

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR ~~18701~~**18700.3**)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke **a any** permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR ~~18702.2~~ **18704, subsections (a) and (b)**, or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR ~~18701~~ **18700.3**)

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Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0450(a)

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. (Education Code 32281)

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year **and forwarded to the Board for approval.** (Education Code 32286, **32288**)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)

(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

COMPREHENSIVE SAFETY PLAN (continued)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug-Free Schools and Communities

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for All Students Transgender and Gender-Nonconforming Students, Policy Brief, April 2010 February 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004

Management Resources: (continued)

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
Early Warning, Timely Response: A Guide to Safe Schools, August 1998
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002 2004
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools: <http://www.cde.ca.gov/lss/>
~~California Emergency Management Agency: <http://www.calema.ca.gov>~~
California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>
California Healthy Kids Survey: <http://chks.wested.org>
Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>
Federal Bureau of Investigation: <http://www.fbi.gov>
~~National Alliance for Safe Schools: <http://www.safeschools.org>~~
National Center for Crisis Management: <http://www.schoolcrisisresponse.com>
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>
U.S. Secret Service, National Threat Assessment Center:
http://www.secretservice.gov/ntae_ssi.shtml**protection/ntac**

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Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0520.2(a)

TITLE I PROGRAM IMPROVEMENT SCHOOLS

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the ~~Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education~~ **district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.**

~~(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)~~
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6171 - Title I Programs)

BP 0520.2(b)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), The Superintendent or designee shall ensure that school improvement efforts are coordinated, and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

Depending on the length of time a district school has been identified for PI, The district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

BP 0520.2(c)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

The Superintendent or designee shall ensure that school improvement **efforts strategies developed for any PI school** are coordinated, **and aligned, and effectively implemented in accordance with administrative regulation and the Board-approved school improvement plan.**

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 6179 - Supplemental Instruction)

As necessary, the Board shall determine corrective actions for schools in Year 3 of PI and/or restructuring options for schools in Year 4 of PI or beyond.

Whenever a school is identified for Year 3 4 PI, ~~continues to fail to make AYP, has an API of less than 800, and~~ **but** is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the ~~district~~ **Board** to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

BP 0520.2(d)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Program Evaluation

~~The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)~~

The Superintendent or designee shall develop an annual report card that includes the information specified in 20 USC 6311 for each district school and for the district as a whole. The required information may be incorporated into each school's school accountability report card. (20 USC 6311)

(cf. 0510 - School Accountability Report Card)
(cf. 6190 - Evaluation of the Instructional Program)

~~The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)~~

~~*(cf. 4131 - Staff Development)*~~
~~*(cf. 6020 - Parent Involvement)*~~

BP 0520.2(e)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

The report card shall be concise, presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. It shall be made accessible to the public on the district's web site. (20 USC 6311)

(cf. 1113 - District and School Web Sites)

As necessary based on the results of **these this** evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE

35256 *School accountability report card*

53200-53203 *Persistently lowest achieving schools*

53300-53303 *Parent Empowerment Act*

~~60642.5 *California Standards Tests*~~

~~60850-60856 *High School Exit Examination*~~

64000 *Categorical programs included in consolidated application*

64001 *Single school plan for student achievement, consolidated application programs*

CODE OF REGULATIONS, TITLE 5

11992-11994 *Persistently dangerous schools, definition*

~~13075-13075.9 *Supplemental educational services*~~

4800-4808 *Parent Empowerment petitions*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

6301 *Title I program purpose*

6311 ~~*Adequate yearly progress*~~ ***State plan; state and local educational agency report cards***

6312 *Local educational agency plan*

6313 *Eligibility of schools and school attendance areas; funding allocation*

~~6316 *School improvement*~~

7912 *Persistently dangerous schools*

UNITED STATES CODE, TITLE 29

794 *Section 504 of the Rehabilitation Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

~~200.13-200.20 *Adequate yearly progress*~~

~~200.30-200.35 *Identification of program improvement schools*~~

~~200.36-200.38 *Notification requirements*~~

~~200.39-200.43 *Requirements for program improvement, corrective action, and restructuring*~~

~~200.44 *School choice option*~~

~~200.45-200.47 *Supplemental educational services*~~

~~200.48 *Funding for transportation and supplemental services*~~

200.49-200.51 *State responsibilities*

200.52-200.53 *District improvement*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~*Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016*~~

~~*2008 Adequate Yearly Progress Report Information Guide, August 2008*~~

~~*California's Accountability Workbook*~~

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE PUBLICATIONS

~~***Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016***~~

~~*Public School Choice, January 14, 2009*~~

~~*Supplemental Educational Services, January 14, 2009*~~

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

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

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Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0520.2(a)

TITLE I PROGRAM IMPROVEMENT SCHOOLS

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Year 1 Program Improvement

For any district school in its first year of program improvement (PI), the Superintendent or designee shall implement a school improvement plan that was approved by the Governing Board.

(cf. 6171 - Title I Programs)

~~5. As the school develops and implements the school plan,~~

The Superintendent or designee shall ensure that the school receives technical assistance from the district, **California Department of Education (CDE)**, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:

- a.1.** Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
- b.2.** Identifying and implementing professional development, instructional strategies, and methods of instruction that are derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
- e.3.** Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

AR 0520.2(d)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Year 2 Program Improvement

For any district school in its second year of PI, the Superintendent or designee shall continue to implement the school improvement plan and to provide for technical assistance in accordance with the section "Year 1 Program Improvement" above.

In addition, the Superintendent or designee shall arrange for the provision of alternative supports to eligible students from low-income families, as described below in the section "Alternative Supports."

Year 3 Program Improvement: Corrective Action

After the second full school year after identification for PI, the Superintendent or designee shall continue to implement all elements of Year 1 and Year 2 PI specified above, as well as the corrective action(s) determined by the Board, which may include:

1. Replace**ing** school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

AR 0520.2(e)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

2. Implement**ing** a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6141 - Curriculum Development and Evaluation)

3. Significantly decrease**ing** management authority at the school level

4. Appoint**ing** an outside expert to advise the school

5. Extending**ing** the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6. Restructure**ing** the internal organization of the school

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action in Year 4 of PI or beyond, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another school within the district and continue to make SES available to eligible students who remain in the school implement all elements of Year 1 and Year 2 PI specified above, as well as one of the following options for alternative governance and restructuring, as determined by the Board: In addition, the Board shall develop a plan and make necessary arrangements to implement one

of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316)

1. Reopen~~ing~~ the school as a charter school
2. Replace~~ing~~ all or most of the school staff relevant to the failure
3. Enter~~ing~~ into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn~~ing~~ the operation of the school over to the CDE
5. Institute~~ing~~ any other major restructuring of the school's governance arrangements that makes fundamental reforms

Alternative Supports

In any school identified for Year 2 PI or beyond, eligible students from low-income families shall be offered district-selected alternative supports designed to improve their academic achievement. Alternative supports may include, but are not limited to, any of the following:

1. **Academic support offered during school hours, before school, after school, during intercession, and/or during summer learning programs**

(cf. 5148.2 - Before/After School Programs)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

2. **Small group instruction and/or pull-out interventions offered during the regular school day**
3. **Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs**
4. **High quality academic tutoring**
5. **Provision of supplemental materials that support alternative support services**
6. **Provision of a crisis, intervention, and/or academic counselor to meet with eligible students**
7. **Services and programs that remove barriers to promote academic achievement of eligible students**

The types of alternative supports and the criteria used to identify eligible students may be included in the district's local control and accountability plan and shall be consistent and aligned with local priorities.

(cf. 0460 - Local Control and Accountability Plan)

If the district contracts with outside entities or community partners to provide alternative supports to eligible students, the Superintendent or designee shall ensure that no electronic device or other items of value are given, retained, or used as an incentive or achievement award and that funds are expended only on direct services to eligible students.

The district shall set aside a reasonable amount of Title I, Part A funds for alternative supports. Whenever the district does not have sufficient funds to serve all eligible students, it may give priority to the lowest achieving PI schools or the lowest achieving eligible students attending a PI school. The Superintendent or designee may identify the lowest achieving eligible students based on assessment scores, grades, teacher evaluations, or another locally defined measure.

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Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0520.3(a)

TITLE I PROGRAM IMPROVEMENT DISTRICTS

H.14.w.

The Governing Board desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and shall annually review and analyze report to the Board regarding the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - State Academic Achievement Tests)

The district shall implement all actions required for Title I program improvement (PI) as required by law and the California Department of Education (CDE).

The development of district improvement strategies shall be based upon the results of a self-assessment conducted with state program assessment tools that identify specific problems contributing to low student achievement.

Each year that the district is in PI status, it shall:

- 1. Review the Title I local educational agency (LEA) plan and, as needed, revise the plan. Revisions may be made in an addendum to the existing plan.** The revised LEA plan or plan addendum shall be approved by the Board and **electronically** submitted to the CDE.

(cf. 6171 - Title I Programs)

- 2. Reserve and spend at least 10 percent of its Title I, Part A allocation to provide high-quality professional development for instructional staff**

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

If the district does not make AYP after two years of receiving program funding, In addition, during Year 3 of PI or beyond, the Board shall cooperate with the Superintendent of Public Instruction (~~SPI~~) and the **State Board of Education (SBE)** in the identification and implementation of appropriate corrective actions. **As applicable, the district shall implement the recommendations of the district assistance and intervention team (DAIT) that has been assigned to assist the district pursuant to Education Code 52055.57.**

The Superintendent or designee shall submit to the CDE an annual report regarding the district's evidence of progress, including a summary description of the district's progress toward implementing the strategies in the LEA plan, an analysis of the district's progress toward student achievement goals in the LEA plan based on state or local assessment data, and documentation that the Board has been notified of the report.

~~If the SBE takes any corrective action other than, or in addition to, the appointment of a DAIT, the Superintendent or designee shall~~ **In the event that the district is required to appear before the SBE within Year 3 of PI to review the district's progress,** ~~the Superintendent or designee, the DAIT, and/or the County Superintendent of Schools shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)~~

Legal Reference:

EDUCATION CODE

52055.57-52055.59 *Districts identified or at risk of identification for program improvement*

52059 *Statewide system of school support*

UNITED STATES CODE, TITLE 20

6301 *Title I program purpose*

6311 *Adequate yearly progress-State plan*

6312 *Local educational agency plan*

~~6316 *School and district improvement*~~

6321 *Fiscal responsibilities*

CODE OF FEDERAL REGULATIONS, TITLE 34

~~200.13-200.20 *Adequate yearly progress*~~

~~200.30-200.35 *Identification of program improvement schools*~~

~~200.36-200.38 *Notification requirements*~~

~~200.52-200.53 *District improvement*~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

Local Educational Agency Program Improvement Plan Addendum Template, rev. April 2016

Blueprint for District Assistance and Intervention, 2008

2007 Adequate Yearly Progress Report Information Guide, August 2007

A Training Guide for Local Educational Agencies and Schools: Program Improvement, September 2006

U.S. DEPARTMENT OF EDUCATION GUIDANCE

LEA and School Improvement Non-Regulatory Guidance, rev. July 21, 2006

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, *No Child Left Behind*: <http://www.nclb.gov>; <http://www.ed.gov>

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Business and Noninstructional Operations

BP 3513.3(a)

TOBACCO-FREE SCHOOLS

H.14.x.

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.62 - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Board prohibits **smoking and/or** the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420, **104559**; Labor Code 6404.5; 20 USC 6083)

This-These prohibitions **applies apply** to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

(cf. 1330 - Use of School Facilities)

(cf. 1330.1 - Joint Use Agreements)

TOBACCO-FREE SCHOOLS (continued)

***Smoking* means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)**

***Tobacco products* include: (Business and Professions Code 22950.5; Education Code 48901)**

- 1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff**
- 2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah**
- 3. Any component, part, or accessory of a tobacco product, whether or not sold separately**

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

TOBACCO-FREE SCHOOLS (continued)

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

7100-7117 Safe and Drug-Free Schools and Communities Act

7111-7122 Student Support and Academic Enrichment Grants

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB PUBLIC EMPLOYMENT AND RELATIONS BOARD RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention: <http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification: <http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

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Business and Noninstructional Operations

AR 3513.3(a)

TOBACCO-FREE SCHOOLS

Notifications

Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students, and the community. (Health and Safety Code 104420)

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

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that signs stating "Tobacco use is prohibited" ~~shall be are~~ prominently displayed at all entrances to school property. (Health and Safety Code 104420, **104559**)

Enforcement/Discipline

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from school premises
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time

(cf. 1250 - Visitors/Outsiders)
(cf. 3515.2 - Disruptions)

The Superintendent or designee shall not be required to physically eject a nonemployee who is smoking or to request that the nonemployee refrain from smoking under circumstances involving a risk of physical harm to the district or any employee. (Labor Code 6404.5)

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Business and Noninstructional Operations

AR 3516.3(a)

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM

H.14.y.

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may work with the **California Emergency Management Agency California Governor's Office of Emergency Services** and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

AR 3516.3(c)

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM (continued)

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

AR 3516.3(d)

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM (continued)

2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors,

and utility companies and shall confer with them regarding the advisability of closing the school.

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

AR 3516.3(e)

EARTHQUAKE EMERGENCY PROCEDURE SYSTEM (continued)

8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. 1112 - Media Relations)

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

CALIFORNIA EMERGENCY MANAGEMENT AGENCY CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

WEB SITES

American Red Cross: <http://www.redcross.org>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

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Business and Noninstructional Operations

BP 3553(a)

FREE AND REDUCED PRICE MEALS

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer Learning Programs)

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meals program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)

Schools participating in the Special Milk Program pursuant to 42 USC 1772 shall provide milk at no charge to students who meet federal eligibility criteria for free or reduced-price meals.

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meals program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order. (Education Code 49558)

(cf. 5125 - Student Records)

FREE AND REDUCED PRICE MEALS (continued)

The Board authorizes designated employees to use individual records pertaining to student eligibility for the free and reduced-price meals program for the **following** purposes **of:** (Education Code 49558)

1. Disaggregation of academic achievement data

(cf. 6162.51 - State Academic Achievement Tests)

2. **Identification of students eligible for alternative supports** in any school identified as a Title I program improvement school ~~pursuant to 20 USC 6316, identification of students eligible for school choice and supplemental educational services~~

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

If a student transfers from the district to another district, charter school, county office of education program, or private school, the Superintendent or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another school district, charter school, or county office of education that is serving a student living in the same household for purposes related to program eligibility and data used in local control funding formula calculations. (Education Code 49558)

BP 3553(d)

FREE AND REDUCED PRICE MEALS (continued)

The Superintendent or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining allocations under the local control funding formula and for assessing accountability of that funding. (Education Code 49558)

The Superintendent or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals or, if included in the agreement with the local agency, for reduced-price meals. He/she also may release information on the school lunch application to the local agency that determines eligibility for CalFresh or another nutrition assistance program authorized under 7 CFR 210.1 if the student has been approved for free or reduced-price meals. Information may be released for these purposes only if the student's parent/guardian consents to the sharing of information and the district has entered

into a memorandum of understanding with the local agency which, at a minimum, includes the roles and responsibilities of the district and local agency and the process for sharing the information. After sharing information with the local agency for purposes of determining eligibility for that program, no further information shall be shared unless otherwise authorized by law. (Education Code 49557.2, 49557.3, 49558)

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-49562 Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch program

1771-1791 Child nutrition, especially:

1773 School breakfast program

Legal Reference continued: (see next page)

BP 3553(e)

FREE AND REDUCED PRICE MEALS (continued)

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.10-220.21 National School Breakfast Program

245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

WELFARE AND INSTITUTIONS CODE

14005.41 Basic health care

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

NSD SNP-12-2015 Updated Guidance on Sharing of School Meal Applications and the Passing of Assembly Bill 1599, July 2015

USDA-SNP-07-2010 Change in Free and Reduced-Price Meal Application Approval Process, September 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

Direct Certification Implementation Checklist, May 2008

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Eligibility Manual for School Meals: Determining and Verifying Eligibility, July 2015

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002

WEB SITES

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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Business and Noninstructional Operations

AR 3553(a)

FREE AND REDUCED PRICE MEALS

Applications

The Superintendent or designee shall ensure that the district's application form for free and reduced-price meals and related materials include the statements specified in Education Code 49557 and 7 CFR 245.5. The district's application packet shall include the notifications and information listed in Education Code 49557.2.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3552 - Summer Meal Program)

The application form and related information shall be distributed in paper form to all parents/guardians at the beginning of each school year and shall be available to students at all times during the school day. (Education Code 48980, 49520; 42 USC 1758; 7 CFR 245.5)

(cf. 5145.6 - Parental Notifications)

In addition, the district application form for free and reduced price meals shall be available online. The online application form shall require completion of only those questions necessary for determining eligibility, contain clear instructions for families that are homeless or migrant, and comply with other requirements specified in Education Code 49557.

An application form and related information shall also be provided whenever a new student is enrolled.

At the beginning of each school year, the Superintendent or designee shall send a public release, containing the same information supplied to parents/guardians and including eligibility criteria, to local media, the local unemployment office, and any major employers in the district attendance area contemplating large layoffs. Copies of the public release shall be made available upon request to any interested person. (7 CFR 245.5)

Eligibility

The Superintendent or designee shall determine students' eligibility for the free and reduced-price meals program based on the criteria specified in 42 USC 1758 and 1773 and 7 CFR 245.1-245.13 and made available by the California Department of Education.

When authorized by law, participants in other federal or state programs may be directly certified, without further application, for enrollment in the free and reduced-price meals program. (Education Code 49561; 42 USC 1758)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6175 - Migrant Education Program)

AR 3553(c)

FREE AND REDUCED PRICE MEALS (continued)

Verification of Eligibility

Not later than November 15 of each year, the Superintendent or designee shall verify the eligibility of a sample of household applications approved for the school year in accordance with the sample sizes and procedures specified in 42 USC 1758 and 7 CFR 245.6a. (42 USC 1758; 7 CFR 245.6a)

If the review indicates that the initial eligibility determination is correct, the Superintendent or designee shall verify the approved household application. If the review indicates that the initial eligibility determination is incorrect, the Superintendent or designee shall: (42 USC 1758; 7 CFR 245.6a)

1. If the eligibility status changes from reduced price to free, make the increased benefits immediately available and notify the household of the change in benefits
2. If the eligibility status changes from free to reduced price, first verify the application, then notify the household of the correct eligibility status, and, when required by law, send a notice of adverse action as described below
3. If the eligibility status changes from free or reduced price to paid, send the household a notice of adverse action as described below

If any household is to receive a reduction or termination of benefits as a result of verification activities, or if the household fails to cooperate with verification efforts, the Superintendent or designee shall reduce or terminate benefits, as applicable, and shall properly document and retain on file in the district the reasons for ineligibility. He/she also shall send a notice of adverse action to any household that is to receive a reduction or termination of benefits. Such notice shall be provided 10 days prior to the actual reduction or termination of benefits. The notice shall advise the household of: (7 CFR 245.6a)

1. The change and the reasons for the change
2. The right to appeal, when the appeal must be filed to ensure continued benefits while awaiting a hearing and decision, and instructions on how to appeal
3. The right to reapply at any time during the school year

Confidentiality/Release of Records

The Superintendent designates the following district employee(s) to use individual records pertaining to student participation in the free and reduced-price meals program for the purpose of disaggregation of academic achievement data or for the identification of students **who are eligible for alternative supports in a Title I program improvement school: in any program improvement school eligible for school choice and supplemental educational services pursuant to 20 USC 6316:**

Principals, Vice-Principals, Counselors, Reading Specialists
(title or position)

In using the records for such purposes, the Superintendent or designee shall ensure that: (Education Code 49558)

1. No individual indicators of participation in the free and reduced-price meals program are maintained in the permanent records of any student if not otherwise allowed by law.

(cf. 5125 - Student Records)

2. Information regarding individual student participation in the free and reduced-price meals program is not publicly released.

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

3. All other confidentiality provisions required by law are met.
4. Information collected regarding individual students certified to participate in the free and reduced-price meals program is destroyed when no longer needed for its intended purpose.

Nondiscrimination Plan

The district's plan for students receiving free or reduced-price meals shall ensure the following: (Education Code 49557; 42 USC 1758)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law.
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or for milk.
4. The students shall not be required to use a separate dining area, go through a separate serving line or entrance, or consume their meals or milk at a different time.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3555 - Nutrition Program Compliance)

When more than one lunch, breakfast, or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price. (Education Code 49557; 7 CFR 245.8)

Business and Noninstructional Operations

(3/11 3/16) 7/16
BP 3555(a)

H.14.aa.

NUTRITION PROGRAM COMPLIANCE

The Governing Board recognizes the district's responsibility to comply with state and federal nondiscrimination laws as they apply to the district's nutrition programs. The district shall not deny any individual the benefits or service of any nutrition program or discriminate against him/her ~~because of his/her race, color, national origin, gender, sex, sexual orientation, disability, or any other~~ **on any** basis prohibited by law, ~~in its implementation of such a program.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3550 - Food Service/Child Nutrition Program)

BP 3555(b)

NUTRITION PROGRAM COMPLIANCE (continued)

(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5030 - Student Wellness)

Coordinator

The Board designates the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as **the district's civil rights** coordinator ~~of the district's efforts to comply to~~ **ensure compliance** with the laws governing its nutrition programs and to investigate any related complaints.

The responsibilities of the compliance officer/coordinator include, but are not limited to:

- 1. Providing the name of the civil rights coordinator, Section 504 coordinator, and Title IX coordinator, if different from the civil rights coordinator, to the California Department of Education and other interested parties**

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

- 2. Annually providing mandatory civil rights training to all frontline staff who interact with program applicants or participants and to those who supervise frontline staff**

The subject matter of such training shall include, but not be limited to, collection and use of data, effective public notification systems, complaint procedures, compliance review techniques, resolution of noncompliance, requirements for reasonable accommodation of persons with disabilities, requirements for language assistance, conflict resolution, and customer service.

- 3. Establishing admission and enrollment procedures that do not restrict enrollment of students on the basis of race, ethnicity, national origin, or disability, including preventing staff from incorrectly denying applications and ensuring that such persons have equal access to all programs**

(cf. 6159 - Individualized Education Program)

- 4. Sending a public release announcing the availability of the child nutrition programs and/or changes in the programs to public media and to community and grassroots organizations that interact directly with eligible or potentially eligible participants**
- 5. Communicating the program's nondiscrimination policy and applicable complaint procedures, as provided in the section "Notifications" below**

BP 3555(d)

NUTRITION PROGRAM COMPLIANCE (continued)

- 6. Providing appropriate translation services when a significant number of persons in the surrounding population have limited English proficiency**
- 7. Ensuring that every part of a facility is accessible to and usable by persons with**

disabilities and that participants with disabilities are not excluded from the benefits or services due to inaccessibility of facilities

- 8. Ensuring that special meals are made available to participants with disabilities who have a medical statement on file documenting that their disability restricts their diet**

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

- 9. Implementing procedures to process and resolve civil rights (discrimination) complaints and program-related complaints, including maintaining a complaint log and working with the appropriate person to resolve any complaint**

- 10. Developing a method, which preferably uses self-identification or self-reporting, to collect racial and ethnic data for potentially eligible populations, applicants, and participants**

(cf. 5022 - Students and Family Privacy Rights)

(cf. 5125 - Student Records)

Notifications

~~The coordinator shall ensure that~~ The U.S. Department of Agriculture's (USDA) "And Justice for All" **civil rights poster** ~~or other approved Nutrition Programs civil rights posters are~~ **or a substitute poster approved by the USDA's Food and Nutrition Service shall be** displayed in areas visible to the district's nutrition program participants, such as food service areas and school offices.

~~Annually, the coordinator shall notify all students, parents/guardians, and employees of program requirements and the procedures for filing a complaint, through the district's usual means of notification.~~ **The coordinator shall notify the public, all program applicants, participants, and potentially eligible persons of their program rights and responsibilities and steps necessary for participation. Applicants, participants, and the public also shall be advised of their right to file a complaint, how to file a complaint, the complaint procedures, and that a complaint may be file anonymously or by a third party.**

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

(cf. 5145.6 - Parental Notifications)

In addition, ~~the coordinator shall ensure that every informational release, publication, or poster concerning the district's nutrition programs and/or activities~~ **all forms of communication available to the public regarding program availability includes, shall contain,** in a prominent location, the following statement:

"In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, religion, political beliefs, or disability. In addition, California law prohibits discrimination on any basis identified in Government Code 12940.

~~To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."~~

"In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

**(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;**

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider."

Forms of communication requiring this nondiscrimination statement include, but are not limited to, web sites, public information releases, publications, and posters, but exclude menus. The nondiscrimination statement need not be included on every page of program information on the district's or school's web site, but the statement or a link to the statement shall be included on the home page of the program information.

~~However, if the document is no more than one page and there is no room to print the full nondiscrimination statement, the district may instead use the statement~~ **A short version of the nondiscrimination statement, stating "This institution is an equal opportunity provider," may be used on pamphlets, brochures, and flyers** in the same print size as the rest of the text.

Complaints

Any complaint concerning the district's nutrition programs shall be investigated using the process identified in the section entitled "Procedures" in the district's AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

BP 3555(g)

NUTRITION PROGRAM COMPLIANCE (continued)

When a complaint **alleging discrimination of the basis of race, color, national origin, sex, age, or disability** is unresolved at the district level, the coordinator shall notify the complainant of the option to contact and/or forward his/her complaint to one of the following agencies:

1. Child Nutrition Program Civil Rights and Program Complaint Coordinator, California Department of Education, Nutrition Services Division, 1430 N Street, Room **15004503**, Sacramento, CA 95814-2342 or call **916-445-0850 (916) 323-8531** or (800) 952-5609
2. ~~Office of Civil Rights, USDA, Western Region, 90 Seventh Street, Suite 10-100, San Francisco, CA 94103 or call 415 705 1336 or fax 415 705 1364 or email Joe.Torres@fns.usda.gov~~
- 3.2. ~~USDA, Director, Office of Civil Rights~~ **U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights**, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, or call **800-795-3272 or 202-720-6382 (TTY) (866) 632-9992, (800) 877-8339 (Federal Relay Service - English), (800) 845-6136 (Federal Relay Service - Spanish), fax (202) 690-7442, or email program.intake.usda.gov.**

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

PENAL CODE

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.23 National School Lunch Program, district responsibilities

215.7 Special Milk Program, requirements for participation

215.14 Special Milk Program, nondiscrimination

220.7 School Breakfast Program, requirements for participation

225.3 Summer Food Service Program, administration

225.7 Summer Food Service Program, program monitoring

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Civil Rights and Complaint Procedures for **the U.S. Department of Agriculture** Child Nutrition Programs, ~~March 2010~~ **rev. November 2015**

U.S. DEPARTMENT OF AGRICULTURE, FOOD AND NUTRITION SERVICE PUBLICATIONS

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

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

Notice of Non-Discrimination, ~~January 1999~~, **August 2010**

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

U.S. Department of Agriculture, Food and Nutrition Services: <http://www.fns.usda.gov>

U.S. Department of Agriculture, Office for Civil Rights: <http://www.ascr.usda.gov>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

(7/10) 7/16

Certificated Personnel

BP 4112.2(a)

CERTIFICATION

H.14.bb.

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

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

(cf. 4112.21 - Interns)

(cf. 4112.22 - Staff Teaching English Language Learners)

(cf. 4112.23 - Special Education Staff)

~~*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*~~

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

(cf. 4113 - Assignment)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

The Superintendent or designee ~~may~~ **shall** provide assistance and support to teachers holding preliminary credentials to ~~help~~ **enable** them ~~to~~ meet the qualifications required for the clear credential.

(cf. 4131 - Staff Development)

(cf. 4131.1 - Teacher Support and Guidance)

BP 4112.2(b)

CERTIFICATION (continued)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher for each assignment. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who ~~is qualified to participate in and~~ enrolls in an approved intern program in the region of the district **and possesses an intern credential**

Note: Pursuant to Education Code 44225.7, next priority for filling a position should be for a candidate who is scheduled to complete preliminary credential requirements within six months, as provided in item #2 below. CTC Coded Correspondence 13-01 clarifies that such an individual must qualify for and obtain a provisional internship permit (PIP) or short-term staff permit (STSP).

Pursuant to 5 CCR 80021-80021.1, the district may employ persons with an STSP when needed to immediately staff classrooms based on unforeseen circumstances, or a PIP when the district has conducted a diligent search but has been unable to recruit a credentialed teacher. ~~As amended by Register 2013, No. 28, 5 CCR 80021.1 provides that the PIP shall be issued for one year and is not renewable.~~ Each of these options requires the district to provide orientation, training, and/or guidance; see the accompanying administrative regulation.

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who holds a provisional internship permit (PIP) or short-term staff permit issued by the CTC

The Board shall approve, as an action item at a public Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

BP 4112.2(c)

CERTIFICATION (continued)

3. ~~As a last resort,~~ An individual who holds an emergency permit ~~issued by the CTC~~ or for whom a credential waiver has been granted by the CTC

Prior to requesting that the CTC issue an emergency permit pursuant to item #3 above or a limited assignment permit which allows a fully credentialed teacher to teach outside of his/her area of certification while working toward an added or supplementary authorization, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled public Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-~~#2~~ above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they

may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived

BP 4112.2(e)

CERTIFICATION (continued)

3. Is teaching in the field of discipline of his/her certification

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

35186 Complaints regarding teacher vacancy or misassignment

44066 Limitations on certification requirements

44200-44399.1 Teacher credentialing, especially:

44250-44277 Credential types; minimum requirements

44300-44302 Emergency permit

44325-44328 District interns

44330-44355 Certificates and credentials

44420-44440 Revocation and suspension of credentials

44450-44468 University intern program

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

CODE OF REGULATIONS, TITLE 5

~~6100-6126 Teacher qualifications, No Child Left Behind Act~~

80001-80674.6 Commission on Teacher Credentialing

UNITED STATES CODE, TITLE 20

6312 Title I local educational agency plans; notifications regarding teacher qualifications

~~6319 Highly qualified teachers~~

~~7801 Definitions, highly qualified teacher~~

CODE OF FEDERAL REGULATIONS, TITLE 34

200.61 Parent notification regarding teacher qualifications

~~200.55-200.57 Highly qualified teachers~~

COURT DECISIONS

Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL 858 Short-Term Staff Permit

13-01 Hiring Hierarchy in Education Code 44225.7, Coded Correspondence, January 30, 2013

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

California Standards for the Teaching Profession, 2009

The Administrator's Assignment Manual, rev. September 2007

WEB SITES

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Commission on Teacher Credentialing, *Credential Information Guide (for employers' use only):*

<http://www.ctc.ca.gov/credentials/cig>

National Board for Professional Teaching Standards: <http://www.nbpts.org>

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

H.14.cc.

All Personnel

E 4112.9(a)

4212.9

EMPLOYEE NOTIFICATIONS

4312.9

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950; 2 CCR 11023	AR 4119.11 4219.11 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually to all employees, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information
To all employees, prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
To all employees, prior to implementing alternative schedule	Education Code 46162	AR 6112	Public hearing on alternative schedule
Annually to all employees	Education Code 49013; 5 CCR 4622	AR 1312.3 BP 0460 BP 3260	Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control and accountability plan
Annually to all employees	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer

epinephrine auto-injectors

Electronically to all employees, no more than twice per school year per child needing medication	Education Code 49414.7	AR 5141.21	Request for volunteers to administer emergency antiseizure medication; training to be provided
To all employees	Government Code 1126	BP 4136 4236 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal
			E 4112.9(b) 4212.9 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Prior to beginning employment	Government Code 3102	AR 4112.3 4212.3 4312.3	Oath or affirmation of allegiance required of disaster service workers
To all employees	Government Code 8355; 41 USC 8102	BP 4020 BP 4159 4259 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs
Upon placement of automated external defibrillator (AED) in school, and annually thereafter	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan
To all employees, if the district receives Tobacco-Use Prevention Education funds	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
Annually to all employees, or more frequently if there is new information	Health and Safety Code 120875, 120880	AR 4119.43 4219.43 4319.43	AIDS and hepatitis B, including methods to prevent exposure
To all employees, with each paycheck	Labor Code 246	AR 4161.1 4361.1 AR 4261.1	Amount of sick leave available
To covered employees and former employees	Labor Code 2800.2	AR 4154 4254 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful

			examination of options before declining coverage
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	BP 4157.1 4257.1 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
Prior to beginning employment	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law E 4112.9(c) 4212.9 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
I. To All Employees (continued)			
Upon employment, and when employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154 4254 4354	Disability insurance rights and benefits
To all employees via employee handbook, or to each new employee	2 CCR 11096; 29 CFR 825.300	AR 4161.8 4261.8 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible
To all employees and job applicants	34 CFR 104.8, 106.9	BP 0410 BP 4030	District's policy on nondiscrimination and related complaint procedures
Annually to all employees	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress
II. To Certificated Employees			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a	Education Code	AR 4117.14	Postretirement earnings

retired certificated individual	22461	4317.14	limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115 BP 4315	District regulations related to performance evaluations
30 days before last day of school year for instructional staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation
			E 4112.9(d) 4212.9 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To certificated employees upon employment, and to nonpermanent employees in July of each school year	Education Code 44916	AR 4112.1 AR 4121	Employment status and salary
To probationary employees in district with ADA of 250 or more by March 15 of employee's second consecutive year of employment	Education Code 44929.21	AR 4117.6	Whether or not employee is reelected for next school year
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118 AR 4118	Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct

dismissal notice

To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing

E 4112.9(e)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
II. To Certificated Employees (continued)			
To probationary employees 30 days prior to dismissal during school year, but not later than March 15 for second-year probationary employees	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
On or before June 30, to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
To teacher, when a student engages in or is reasonably suspected of specified acts	Education Code 49079	AR 4158 4258 4358	Student has committed specified act that constitutes ground for suspension or expulsion
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
To teachers when school is identified for Title I program improvement restructuring	20 USC 6316	AR 0520.2	School identified for restructuring; opportunity to comment and participate

III. To Classified Employees

To classified employee charged with mandatory leave of absence offense, in merit system district	Education Code 44940.5	AR 4218	Notice of intent to dismiss in 30 days
When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, procedures, and employee rights
			E 4112.9(f) 4212.9 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
III. To Classified Employees (continued)			
To classified employees at least 60 days prior to layoff, or by April 29 for specially funded program that expires at end of school year	Education Code 45117	AR 4217.3	Notice of layoff and reemployment rights
To classified employees upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To classified permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1 AR 4261.11	Exhaustion of leave, opportunity to request additional leave
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.601	BP 4112.42 4212.42 4312.42	Explanation of federal requirements for drug testing program and district's policy

IV. To Administrative/Supervisory Personnel

To deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the release or reassignment

E 4112.9(g)
4212.9
4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
IV. To Administrative/Supervisory Personnel (continued)			
By March 15 to employee who may be released/reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
V. To Individual Employees Under Special Circumstances			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.21	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6 4212.6 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23 4219.23 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	BP 4157.1 4257.1 4357.1	Potential eligibility for workers' compensation benefits, claim form

When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5 4212.5 4312.5	Copy of DOJ notification
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually thereafter	8 CCR 3204, 5193	AR 4119.42 4219.42 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records E 4112.9(h) 4212.9 4312.9

EMPLOYEE NOTIFICATIONS (continued)

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
V. To Individual Employees Under Special Circumstances (continued)			
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5 4261.5 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8 4261.8 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

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Certificated Personnel

BP 4113(a)

ASSIGNMENT

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which their preparation, certification, professional experience, and aptitude qualify them.

- (cf. 4112.2 - Certification)*
- (cf. 4112.21 - Interns)*
- (cf. 4112.22 - Staff Teaching English Language Learners)*
- (cf. 4112.23 - Special Education Staff)*
- (cf. 4112.8/4212.8/4312.8 - Employment of Relatives)*

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or Board policy.

(cf. 4141/4241 - Collective Bargaining Agreement)

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers to courses based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare him/her to provide instruction in that subject.

~~Teachers who are assigned to teach core academic subjects shall meet the requirements of the No Child Left Behind Act (NCLB) pertaining to qualifications of highly qualified teachers. (20 USC 6319, 7801; 5 CCR 6100-6126)~~

~~*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*~~

When specifically authorized by law or regulation, the Superintendent or designee may assign a teacher, with his/her consent, to a position outside his/her credential authorization ~~when specifically authorized by law or regulation, and~~ in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's **(CTC) Administrator's Assignment Manual**. Assignments made pursuant to Education Code 44256, 44258.2, and 44263 shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

(cf. 3580 - District Records)

The Superintendent or designee shall periodically report to the Board on teacher assignments and vacancies, including the number and type of assignments made outside a teacher's

credential authorization through a local teaching assignment option. Whenever district misassignments and vacancies are reviewed by the County Superintendent of Schools or **Commission on Teacher Credentialing CTC**, as applicable, the Superintendent or designee shall report the results to the Board and shall provide recommendations for remedying any identified issues.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Equitable Distribution of Qualified Teachers

In order to The Superintendent or designee shall ensure that highly qualified and experienced teachers are equitably distributed among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. ~~the Superintendent or designee shall:~~ He/she shall annually report to the Board **and**

BP 4113(d)

ASSIGNMENT (continued)

the California Department of Education (CDE) comparisons of teacher qualifications across district schools, **including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.**

(cf. 0520.2 - Title I Program Improvement Schools)

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 4111 - Recruitment and Selection)

(cf. 4114 - Transfers)

(cf. 4131 - Staff Development)

(cf. 4131.1 - ~~Beginning Teacher Support/Induction~~Teacher Support and Guidance)

(cf. 6171 - Title I Programs)

1. ~~Verify that all teachers of core academic subjects possess the qualifications of highly qualified teachers as required by NCLB or develop immediate and long term solutions for ensuring that all core academic classes will be taught by highly qualified teachers~~
2. ~~Not assign teachers with provisional internship permits, short term staffing permits, or credential waivers to schools that have 40 percent or higher poverty or are ranked in deciles 1-3 on the statewide Academic Performance Index~~
3. ~~Not place interns in high poverty, low performing schools in greater numbers than in schools with low poverty or higher academic achievement~~

4. Compare teacher retention rates across district schools and develop strategies to recruit and retain experienced and effective teachers in hard-to-staff schools

Note: All districts are required to submit to the CDE a worksheet, available on the web site of the Santa Clara County Office of Education's Personnel Management Assistance Team, listing teachers' education levels, years of teaching experience, credential types and authorizations, and compliance with HQT requirements when applicable. Additional worksheets may need to be submitted and additional actions taken depending on whether the district is fully compliant with HQT requirements and has met adequate yearly progress (AYP) requirements; see definition of AYP in AR 0520.2 Title I Program Improvement Schools. In accordance with criteria developed by the CDE, Level A districts, those that are not fully compliant with HQT requirements but have met AYP, are not required to submit an equitable distribution plan. Level B districts, those that have failed to meet AYP and HQT for two consecutive years, must submit an equitable distribution plan. Level C districts, those that have failed to meet AYP and HQT for three consecutive years, must fully implement their equitable distribution plan and must develop a Title II, Part A budget in agreement with the CDE. The following **optional** paragraph may be revised to reflect district practice.

BP 4113(e)

ASSIGNMENT (continued)

The Superintendent or designee shall annually report to the Board and the California Department of Education (CDE) comparisons of teacher qualifications across district schools. When required by the CDE, the Superintendent or designee shall develop an equitable distribution plan to identify strategies for recruiting, developing, and retaining highly qualified teachers in low performing schools. As needed, the Board may direct the Superintendent to transfer teachers to high need schools in accordance with law and the collective bargaining agreement, and/or may align district resources to improve the skills and qualifications of teachers at those schools.

Legal Reference:

EDUCATION CODE

33126 School accountability report card

35035 Additional powers and duties of superintendent

35186 Complaint process

37616 Assignment of teachers to year-round schools

44225.6 Commission report to the legislature re: teachers

44250-44277 Credentials and assignments of teachers

44314 Subject matter programs, approved subjects

44824 Assignment of teachers to weekend classes

44955 Reduction in number of employees

GOVERNMENT CODE

3543.2 Scope of representation

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

80003-80005 Credential authorizations

80020-80020.5 Additional assignment authorizations

80335 Performance of unauthorized professional services

80339-80339.6 Unauthorized certificated employee assignment

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plans

6319 Highly qualified teachers

6601-6651 *Teacher and Principal Training and Recruiting Fund*
~~7801 Definitions, highly qualified teacher~~
CODE OF FEDERAL REGULATIONS, TITLE 34
200.55-200.57 Highly qualified teachers

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California State Plan to Ensure Equitable Access to Excellent Educators
Revised State Plan for the No Child Left Behind Act, rev. September 2008
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
Administrator's Assignment Manual - Updates and Revisions, May 2014
The Administrator's Assignment Manual, rev. September 2007
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, May 4, 2016
Improving Teacher Quality State Grants: ESEA Title II, Part A, rev. October 5, 2006
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
Santa Clara County Office of Education, Personnel Management Assistance Team:
<http://www.sccoe.org/depts/pmat>
U.S. Department of Education: <http://www.ed.gov>

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Certificated Personnel

AR 4115(a)

EVALUATION/SUPERVISION

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Evaluation of certificated employees shall be conducted in accordance with the procedures established in this administrative regulation and applicable collective bargaining agreements. To the extent that any of those provisions conflict, the procedures in the collective bargaining agreement shall be implemented.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall print and make available to certificated employees written regulations related to the evaluation of their performance in their assigned duties. (Education Code 35171)

(cf. 4112.9 - Employee Notifications)

Frequency of Evaluations

Each probationary certificated employee shall be evaluated at least once each school year. (Education Code 44664)

(cf. 4116 - Probationary/Permanent Status)

(cf. 4117.6 - Decision Not to Rehire)

Each certificated employee with permanent status shall be evaluated and assessed at least every other year. If the employee receives an unsatisfactory evaluation, he/she shall be

annually evaluated until he/she achieves a positive evaluation or is separated from the district. (Education Code 44664)

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

Alternatively, ~~if the evaluator and employee agree, a permanent employee shall be evaluated at least every five years provided he/she a permanent employee who~~ has been employed by the district at least 10 years, ~~and who~~ was rated in his/her previous evaluation as meeting or exceeding standards **shall be evaluated at least every five years, if he/she and the**

AR 4115(b)

EVALUATION/SUPERVISION (continued)

~~evaluator so agree, and meets the qualifications of a highly qualified teacher as defined in 20 USC 7801, if his/her position requires such qualifications.~~ Either the evaluator or the employee may withdraw consent for the alternative schedule at any time. (Education Code 44664)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Evaluation Results

Certificated instructional employees shall receive a written copy of their evaluation no later than 30 days before the last scheduled school day of the school year in which the evaluation takes place. Before the last scheduled school day of the school year, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Noninstructional certificated staff members employed on a 12-month basis shall receive a copy of their evaluation no later than June 30 of the year in which the evaluation takes place. Before July 30, the employee and the evaluator shall meet to discuss the evaluation. (Education Code 44663)

Instructional and noninstructional certificated employees shall have the right to respond in writing to their evaluation. This response shall become a permanent attachment to the employee's personnel file. (Education Code 44663)

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

Evaluations shall include recommendations, if necessary, as to areas in need of improvement in the employee's performance. If an employee is not performing satisfactorily according to teaching standards approved by the Governing Board pursuant to Education Code 44662, the Superintendent or designee shall so notify the employee in writing and shall describe the unsatisfactory performance. The Superintendent or designee shall confer with the employee, make specific recommendations as to areas needing improvement, and endeavor to provide assistance to the employee in his/her performance. (Education Code 44664)

The Superintendent or designee may require any certificated employee who receives an unsatisfactory rating in the area of teaching methods or instruction to participate in a program

designed to improve appropriate areas of performance and to further student achievement and the district's instructional objectives. (Education Code 44664)

(cf. 4131 - Staff Development)
(cf. 4131.1 - Teacher Support and Guidance)

AR 4115(c)

EVALUATION/SUPERVISION (continued)

Qualifications of Evaluators

The Superintendent or designee shall assign the principal or other appropriate supervisory personnel to evaluate certificated staff. He/she shall ensure that the evaluator:

1. Possesses a valid administrative credential
2. Is competent in the instructional methodologies used by the teachers being evaluated
3. Is skilled in the supervision of instruction and in techniques and procedures related to the evaluation of instruction
4. Is familiar with district curriculum priorities and practices, district standards for student progress, and district policies and procedures related to personnel supervision, performance evaluation, and staff development

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Classified Personnel

AR 4222(a)

TEACHER AIDES/PARAPROFESSIONALS

Qualifications and Duties of Paraprofessionals

No person shall be initially assigned to assist in instruction as a paraprofessional unless he/she has demonstrated proficiency in reading, writing, and mathematics skills up to or exceeding that required for the district's local high school seniors pursuant to Education Code 51220(a) and (f). (Education Code 45330, 45344.5, 45361.5)

A paraprofessional who has passed a proficiency test in another district and was employed in the same capacity shall be considered to have met the district's proficiency standards, unless the district determines that the other district's test is not comparable. (Education Code 45344.5, 45361.5)

Duties

~~Instructional aides~~ **A paraprofessional** shall perform only such duties as, in the judgment of the certificated personnel to whom the ~~instructional aide~~ **paraprofessional** is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to students. (Education Code ~~45330, 45344~~)

(cf. 4112.2 - Certification)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6171 - Title I Programs)

Instructional aides need not perform their duties only in the physical presence of the teacher, but the teacher shall retain responsibility for the instruction and supervision of the students in his/her charge. (Education Code 45344)

Parental Notification

Note: The following paragraph applies to districts that receive Title I funds **and may be used or revised by other districts. 20 USC 6312, as amended by P.L. 114-95, contains the following notification requirement formerly in 20 USC 6311.**

At the beginning of each school year, ~~a~~ **parents/guardians** shall be notified that ~~he/she~~ **they** may request information regarding whether ~~his/her~~ **their** child is provided services by ~~a~~ **paraprofessionals** and, if so, ~~their~~ **the paraprofessional's** qualifications. (20 USC ~~6311-6312~~)

(cf. 5145.6 - Parental Notifications)

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Students

BP 5121(a)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Governing Board believes that grades serve a valuable instructional purpose by helping students and parents/guardians understand performance expectations and identifying the student's areas of strength and those areas needing improvement. Parents/guardians and students have the right to receive course grades that represent an accurate evaluation of the student's ~~achievement~~ **academic performance**.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall establish a uniform grading system ~~based on standards that apply~~ **that shall be applied** to all students in that course and grade level. ~~Principals and~~

~~teachers shall ensure that student grades conform to this system.~~ Teachers shall inform students and parents/guardians how **student achievement academic performance** will be evaluated in the classroom.

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

Note: The following optional paragraph may be revised to reflect district practice. CSBA's governance brief Research-Supported Strategies to Improve the Accuracy and Fairness of Grades reviews research on the fairness, accuracy, and consistency of common grading practices. Based on research, the brief recommends that nonacademic factors (e.g., attendance, effort, behavior, work habits) not be incorporated into the academic grade, which is intended to be an indicator of a student's mastery of academic content.

A teacher shall base a student's grades **solely** on ~~impartial, consistent observation of~~ the quality of the student's **academic** work and his/her mastery of course content **and based on** district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods, ~~such as classroom participation, homework,~~ **including, but not limited to, tests, projects, and portfolios, and/or class discussion as appropriate. Other elements that are not a direct measure of knowledge and understanding of course content, such as attendance, effort, student conduct, and work habits, shall not be factored into the academic grade but may be reported separately.**

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)

Effect of Absences on Grades

~~If a student misses class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance.~~

Whenever a student misses an assignment or assessment due to either an excused or unexcused absence, he/she shall be given full credit for subsequent satisfactory completion of the assignment or assessment.

(cf. 6154 - Homework/Makeup Work)

~~The Board believes that _____ (fill in number) unexcused absences per grading period constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade and not receive credit for the class(es). A teacher may assign a failing grade to a student who has _____ (fill in number) or more unexcused absences during the grading period.~~

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level.

When reporting student performance to parents/guardians, teachers may add narrative descriptions, observational notes, and/or samples of classroom work in order to better describe student progress in specific skills and subcategories of achievement.

~~The teacher of each course shall determine the student's grade.~~ A grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point average (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, International Baccalaureate, honors, and/or concurrent postsecondary courses.

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

Legal Reference:

EDUCATION CODE

48070 Promotion and retention

48205 Excused absences

48800-48802 Enrollment of gifted students in community college

48904-48904.3 Withholding grades, diplomas, or transcripts

49066 Grades; finalization; physical education class

49067 Mandated regulations regarding student's achievement

49069.5 Students in foster care, grades and credits

51242 Exemption from physical education based on participation in interscholastic athletics

69432.9 Cal Grant program; notification of grade point average

76000-76002 Enrollment in community college

CODE OF REGULATIONS, TITLE 5

10060 Criteria for reporting physical education achievement, high schools

30008 Definition of high school grade point average for student aid eligibility

UNITED STATES CODE, TITLE 20

1232g Family Education Rights and Privacy Act (FERPA)

~~6101-6251 School to Work Opportunities Act of 1994~~

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

COURT DECISIONS

Owasso Independent School District v. Falvo, (2002) 534 U.S. 426

Las Virgenes Educators Association v. Las Virgenes Unified School District, (2001) 86 Cal.App.4th 1

Swany v. San Ramon Valley Unified School District, (1989) 720 F.Supp. 764

Johnson v. Santa Monica-Malibu Unified School District Board of Education, (1986) 179 Cal.App.3d

593

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Aiming High: High Schools for the 21st Century, 2002

Taking Center Stage: A Commitment to Standards Based Education for California's Middle Grades Students, 2001

Elementary Makes the Grade!, 2000

U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS CORRESPONDENCE

Report Cards and Transcripts for Students with Disabilities, October 17, 2008

WEB SITES

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

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

California Student Aid Commission: <http://www.csac.ca.gov>

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

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Students

AR 5121(a)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Written Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

(cf. 6020 - Parent Involvement)

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

(cf. 5123 - Promotion/Acceleration/Retention)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

Grades for **Achievement Academic Performance**

AR 5121(b)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

For grades K-3, students' level of progress **for each grading period** shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Note: The following list may be revised to include plus and minus signs if used by the district.

For grades 4-12, grades for ~~achievement~~ **academic performance** shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished **by the end of the grading period** because of illness or other excused absence. If not made up within three days, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

- (cf. 6141.4 - International Baccalaureate Program)
- (cf. 6141.5 - Advanced Placement)
- (cf. 6172 - Gifted and Talented Student Program)
- (cf. 6172.1 - Concurrent Enrollment in College Classes)

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education and Activity)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation

provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.

(cf. 6145.2 - Athletic Competition)

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Work Habits, Study Skills, and Effort

Any grades assigned for Grades for citizenship or work habits, such as effort or study skills, and effort shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

AR 5121(e)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT (continued)

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Note: ~~Education Code 49067 mandates districts that authorize teachers to assign failing grades to students who have excessive unexcused absences (see the accompanying Board policy)~~ The following section is for use by districts that choose to authorize teachers to assign failing grades to students who have excessive unexcused absences pursuant to Education Code 49067; see the accompanying Board policy. Education Code 49067 mandates such districts to establish regulations which include, but are not limited to, providing (1) a reasonable opportunity for students or parents/guardians to explain the absences and (2) a method for identifying in a student's record the failing grades assigned on the basis of unexcused absences.

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

(cf. 6173.1 - Education for Foster Youth)

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for ~~Achievement~~ Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

(cf. 5126 - Awards for Achievement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

OPTION 1: When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

OPTION 2: When plus and minus designations are added to letter grades, a plus shall be computed by adding 0.3 to the value assigned the letter grade and a minus shall be computed by subtracting 0.3 from the value assigned to the letter grade.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

(7/09 7/15) 7/16

Students

BP 5131.62(a)

TOBACCO

H.14.hh.

The Governing Board recognizes the serious health risks presented by tobacco use and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, protected from them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 - Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)

BP 5131.62(b)

TOBACCO (continued)

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

- 1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff**
- 2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah**
- 3. Any component, part, or accessory of a tobacco product, whether or not sold separately**

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

Legal Reference:

EDUCATION CODE

8900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

60041 Instructional materials, portrayal of effects of tobacco use

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education

104559 Tobacco use prohibition

119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment

6844-6847 *Child Health and Disability Prevention program; health assessments*
UNITED STATES CODE, TITLE 20
7100-7117 *Safe and Drug Free Schools and Communities Act*
7111-7122 *Student Support and Academic Enrichment Grants*
CODE OF FEDERAL REGULATIONS, TITLE 21
1140.1-1140.34 *Unlawful sale of cigarettes and smokeless tobacco to minors*
ATTORNEY GENERAL OPINIONS
88 *Ops.Cal.Atty.Gen.* 8 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

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

California Department of Education, Tobacco-Use Prevention Education:
<http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, Smoking and Tobacco Use: <http://www.cdc.gov/tobacco>

U.S. Surgeon General: <http://www.surgeongeneral.gov>

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H.14.ii.

Instruction

AR 6158(a)

INDEPENDENT STUDY

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum

4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

(cf. 0420.4 - Charter School Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

AR 6158(b)

INDEPENDENT STUDY (continued)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

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

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level

of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

AR 6158(c)

INDEPENDENT STUDY (continued)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

AR 6158(d)

INDEPENDENT STUDY (continued)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The manner, time, frequency, and place for submitting the student's assignments and

for reporting his/her progress

2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments, by grade level and type of program, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

AR 6158(e)

INDEPENDENT STUDY (continued)

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

9. Signatures of the student, the parent/guardian or caregiver of the student if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district shall offer a course-based independent study program for students in grades K-12 subject to the following requirements: (Education Code 51749.5)

1. Courses shall be taught under the general supervision of certificated employees who

hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

2. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality as equivalent classroom-based courses and shall be aligned to all relevant local and state content standards. This certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses.
3. Students enrolled in these courses shall meet the applicable age requirements established pursuant to Education Code 46300.1 and 46300.4 and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 48204, and 51747.3.
4. Teachers shall communicate with each student in person, by telephone, or by any other live visual or audio connection at least twice per calendar month to assess whether the student is making satisfactory educational progress. For this purpose, satisfactory educational progress includes, but is not limited to, applicable statewide accountability measures and the completion of assignments, examinations, or other indicators that the student is working on assignments, learning required concepts, and progressing toward successful completion of the course, as determined by the teacher providing instruction.

Written or computer-based evidence of satisfactory educational progress shall be retained for each course and student, including, at a minimum, a grade book or summary document that lists all assignments, examinations, and associated grades for each course.

If satisfactory educational progress is not being made, the teacher shall notify the student and, if the student is under age 18 years, his/her parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether he/she should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

(cf. 5125 - Student Records)

5. Examinations shall be administered by a proctor.
6. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of

students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

7. A student shall not be required to enroll in courses included in this program.
8. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
9. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

10. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

12. A student shall not be prohibited from participating in independent study solely on the basis that he/she does not have the materials, equipment, or Internet access necessary to participate in the course.

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, his/her parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to this program
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program

5. The specific resources, including materials and personnel, that will be made available to the student
6. A statement that the student is not required to enroll in courses in this program
7. Signatures of the student, the student's parent/guardian if the student is under age 18 years, and all teachers providing instruction

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

AR 6158(i)

INDEPENDENT STUDY (continued)

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit

assigned work on time shall not be reported as tardy or truant.

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records" below

5. Providing direct instruction and counsel as necessary for individual student success

AR 6158(k)

INDEPENDENT STUDY (continued)

6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

(cf. 3580 - District Records)

AR 6158(l)

INDEPENDENT STUDY (continued)

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

The signed, dated agreement, **any supplemental agreement, assignment records, work samples, and attendance records** may be maintained on file electronically. (Education Code 51747)

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H.14.jj.

Instruction

AR 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Definitions

Parentally placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR **300.130**, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (20 USC 1412(a)(3); 34 CFR 300.134; Education Code 56301)

1. The child find process and how parentally placed private school children suspected of having a disability can participate equitably
2. How parents/guardians, teachers, and private school officials will be informed of the child find process

3. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities and how this share is calculated
4. How the consultation process will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. How, where, and by whom equitable services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (34 CFR 300.135; Education Code 56172)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally placed in a private school has no individual right to receive some or all of the special education and related services that he/she would receive if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The district shall evaluate all identified parentally placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311, including providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the

child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.

However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement an individual services plan (ISP) for each identified private school child with a disability that describes the equitable services that the district will provide, as agreed to by the district and private school representatives during the consultation process. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 34 CFR 300.121-300.324. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school, ~~except private school teachers providing the services do not need to meet the requirements of the No Child Left Behind Act for "highly qualified special education teacher" pursuant to 34 CFR 300.18.~~ The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

~~*(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)*~~

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without causing damage to the private school. The district shall remove the equipment when no longer required by the child, when

the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

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H.14.kk.

Instruction

BP 6179(a)

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

BP 6179(b)

SUPPLEMENTAL INSTRUCTION (continued)

When determined to be necessary by the principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to ~~1.~~ students in grades 2-9 who have been retained or recommended for retention at their current grade level. (Education Code 37252.2, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)

The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.

BP 6179(c)

SUPPLEMENTAL INSTRUCTION (continued)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.51 - State Academic Achievement Tests)

2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

3. High school students who need support to successfully complete courses required for graduation

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 *Supplemental instruction, summer school*
42238.01-42238.07 *Local control funding formula*
46100 *Length of school day*
48070-48070.5 *Promotion and retention*
48200 *Compulsory education*
48985 *Translation of notices*
51210-51212 *Courses of study, elementary schools*
51220-51228 *Courses of study, secondary schools*
52060-52077 *Local control and accountability plan*
60603 *Definitions, core curriculum areas*
60640-60649 *California Assessment of Student Performance and Progress*
60850-60859 *High school exit examination, especially:*
60851.5 *Suspension of high school exit examination*
CODE OF REGULATIONS, TITLE 5
11470-11472 *Summer school*
UNITED STATES CODE, TITLE 20
6316 *Program improvement schools and districts*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Supplemental Educational Services, January 14, 2009
Innovations in Education: Creating Strong Supplemental Educational Services Programs, May 2004
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education: <http://www.ed.gov>

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Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages **the** early, **informal** resolution of complaints whenever possible **and appropriate**. To resolve complaints which **cannot be resolved through such informal** **may require a more formal** process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, **consolidated categorical aid programs, after school education and safety programs**, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, **and** special education programs, **consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a)** (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6178.2 - Regional Occupational Center/Program)

(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any **student, employee, or other** person **participating** in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit

BP 1312.3(c)

UNIFORM COMPLAINT PROCEDURES (continued)

from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, **pregnancy**, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

~~*(cf. 4030 - Nondiscrimination in Employment)*~~

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

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

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

(cf. 3260 - Fees and Charges)

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

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

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

(cf. 6173.1 - Education for Foster Youth)

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

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

(cf. 6152 - Class Assignment)

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

(cf. 6142.7 - Physical Education and Activity)

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

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

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

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

(cf. 5125 - Student Records)

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

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints **in accordance with applicable law and district policy.** ~~All such records shall be destroyed in accordance with applicable state law and district policy.~~

(cf. 3580 - District Records)

Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
222 Reasonable accommodations; lactating students
8200-8498 Child care and development programs
8500-8538 Adult basic education
18100-18203 School libraries
32289 School safety plan, uniform complaint procedures
35186 Williams uniform complaint procedures
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records
49069.5 Rights of parents
49490-49590 Child nutrition programs
51210 Courses of study grades 1-6

51223 *Physical education, elementary schools*
51225.1-51225.2 *Foster youth and homeless children; course credits; graduation requirements*
51228.1-51228.3 *Course periods without educational content*
52060-52077 *Local control and accountability plan, especially:*
52075 *Complaint for lack of compliance with local control and accountability plan requirements*
52160-52178 *Bilingual education programs*
52300-52490 *Career technical education*
52500-52616.24 *Adult schools*
52800-52870 *School-based program coordination*
54400-54425 *Compensatory education programs*
54440-54445 *Migrant education*
54460-54529 *Compensatory education programs*
56000-56867 *Special education programs*
59000-59300 *Special schools and centers*
64000-64001 *Consolidated application process*

GOVERNMENT CODE

11135 *Nondiscrimination in programs or activities funded by state*
12900-12996 *Fair Employment and Housing Act*

PENAL CODE

422.55 *Hate crime; definition*
422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

3080 *Application of section*
4600-4687 *Uniform complaint procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*
1232g *Family Educational Rights and Privacy Act*
1681-1688 *Title IX of the Education Amendments of 1972*
6301-6577 *Title I basic programs*
6801-6871 *Title III language instruction for limited English proficient and immigrant students*
7101-7184 *Safe and Drug-Free Schools and Communities Act*
7201-7283g *Title V promoting informed parental choice and innovative programs*

Legal Reference: (continued)

UNITED STATES CODE, TITLE 20 (continued)

7301-7372 *Title V rural and low-income school programs*
12101-12213 *Title II equal opportunity for individuals with disabilities*

UNITED STATES CODE, TITLE 29

794 *Section 504 of Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*
2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*
6101-6107 *Age Discrimination Act of 1975*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy Act*
100.3 *Prohibition of discrimination on basis of race, color or national origin*
104.7 *Designation of responsible employee for Section 504*
106.8 *Designation of responsible employee for Title IX*
106.9 *Notification of nondiscrimination on basis of sex*
110.25 *Notification of nondiscrimination on the basis of age*

Management Resources:

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

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

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

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

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

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

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

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

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Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Superintendent

745 Tenth Street

Colusa, CA 95932

530.458.7791

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant **and respondent, if applicable,** if another compliance officer is assigned to the complaint.

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

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall include current state and federal laws and regulations governing the program, applicable

processes for investigating and resolving complaints, including those ~~involving alleged~~ **alleging** unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

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

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

Notifications

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

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

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

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

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

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

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

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

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

i. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:

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

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

AR 1312.3(g)

UNIFORM COMPLAINT PROCEDURES (continued)

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

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

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

- k.** The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

- l.** Copies of the district's UCP are available free of charge.

District Responsibilities

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

AR 1312.3(h)

UNIFORM COMPLAINT PROCEDURES (continued)

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

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

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

Filing of Complaints

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

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

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

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school **or with the Superintendent or designee**. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
6. ~~If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)~~

Mediation

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

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

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

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

Investigation of Complaint

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

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

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

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

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

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

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

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If

the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

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

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

AR 1312.3(n)

UNIFORM COMPLAINT PROCEDURES (continued)

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

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

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses

- b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
 3. Disposition of the complaint
 4. Rationale for such disposition

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

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

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

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

- a. The corrective actions imposed on the **individual found to have engaged in the conduct that relate directly to the subject of the complaint respondent**
- b. Individual remedies offered or provided to the complainant or another person

who was the subject of the complaint, **but this information should not be shared with the respondent.**

- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's **and respondent's** right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

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

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

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

Corrective Actions

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

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

1. Counseling
2. Academic support
3. Health services

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

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

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

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

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a

remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

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

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

Note: Pursuant to 5 CCR 4632-4633, an appeal to the CDE is only available to a complainant who is dissatisfied with the district's decision. However, the OCR has recommended that the district extend the same right to a respondent to an allegation of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) who is dissatisfied with the district's decision, to ensure fairness for all parties involved.

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

The complainant **or respondent** shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

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

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures

UNIFORM COMPLAINT PROCEDURES (continued)

7. Other relevant information requested by the CDE

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Business and Noninstructional Operations

BP 3230(a)

FEDERAL GRANT FUNDS

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The Governing Board recognizes the district's responsibility to maintain fiscal integrity and transparency in the use of all funds awarded through federal grants. The district shall comply with all requirements detailed in any grant agreement with an awarding agency and with the federal Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards specified in 7 CFR 200.0-200.521 and any stricter state laws and district policy.

Any goods or services purchased with federal funds shall be reasonable in cost and necessary for the proper and efficient performance or administration of the program.

The Superintendent or designee shall ensure that the district's financial management systems and procedures provide for the following: (2 CFR 200.302)

1. Identification in district accounts of each federal award received and expended and the federal program under which it was received

(cf. 3100 - Budget)

2. Accurate, current, and complete disclosure of the financial and performance results of each federal award or program in accordance with the reporting requirements of 2 CFR 200.327 and 200.328

(cf. 3460 - Financial Reports and Accountability)

BP 3230(b)

FEDERAL GRANT FUNDS (continued)

3. Records and supporting documentation that adequately identify the source and application of funds for federally funded activities, including information pertaining to federal awards, authorizations, obligations, unobligated balances, assets, expenditures, income, and interest

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

4. Effective controls and accountability for all funds, property, and other assets and assurance that all assets are used solely for authorized purposes
5. Comparison of actual expenditures with budgeted amounts for each federal award
6. Written procedures to implement provisions governing payments as specified in 2 CFR 200.305
7. Written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award

(cf. 3400 - Management of District Assets/Accounts)

The Superintendent or designee shall develop and implement appropriate internal control processes to reasonably assure that transactions are properly executed, recorded, and accounted for so that the district can prepare reliable financial statements and federal reports, maintain accountability over assets, and demonstrate compliance with federal laws, regulations, and conditions of the federal award. (2 CFR 200.61, 200.62, 200.303)

Equipment purchased with federal funds shall be properly inventoried and adequately maintained to safeguard against loss, damage, or theft of the property.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

(cf. 3440 - Inventories)

(cf. 3512 - Equipment)

All staff involved in the administration or implementation of programs and activities supported by federal funds shall receive information and training on the allowable use of federal funds, purchasing procedures, and reporting processes commensurate with their duties.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall submit performance reports to the awarding agency in accordance with the schedule and indicators required for that federal grant by law and the awarding agency. As required, such reports may include a comparison of actual accomplishments to the objectives of the federal award, the relationship between financial data and performance accomplishments, the reasons that established goals were not met if applicable, cost information to demonstrate cost effective practices, analysis and explanation of any cost overruns or high unit costs, and other relevant information. The final performance report

shall be submitted within 90 days after the ending date of the grant. (2 CFR 200.301, 200.328)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

42122-42129 Budget requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

180.220 Amount of contract subject to suspension and debarment rules

200.0-200.521 Federal uniform grant guidance, especially:

200.1-200.99 Definitions

200.100-200.113 General provisions

200.317-200.326 Procurement standards

200.327-200.329 Monitoring and reporting

200.333-200.337 Record retention

200.400-200.475 Cost principles

200.500-200.521 Audit requirements

CODE OF FEDERAL REGULATIONS, TITLE 34

76.730-76.731 Records related to federal grant programs

CODE OF FEDERAL REGULATIONS, TITLE 48

2.101 Federal acquisition regulation; definitions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Department of Education Audit Guide

California School Accounting Manual

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers Regarding 2 CFR Part 200, March 17, 2016

WEB SITES

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

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Office of Management and Budget, Uniform Guidance: https://www.whitehouse.gov/omb/grants_docs

State Controller's Office: <http://www.sco.ca.gov>

System for Award Management (SAM): www.sam.gov/portal/SAM/##11

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

U.S. Government Accountability Office: <http://www.gao.gov>

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Business and Noninstructional Operations

AR 3230(a)

FEDERAL GRANT FUNDS

Allowable Costs

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure of federal funds in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

AR 3230(b)

FEDERAL GRANT FUNDS (continued)

Period of Performance

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

On or before July 1, 2017, or such later date as may be approved in the Uniform Guidance, the Superintendent or designee shall comply with the standards specified in 2 CFR 200.317-200.326 and Appendix II of Part 200 when procuring goods and services needed to carry out a federal grant as well as any more restrictive state laws and district policies concerning the procurement of goods and services.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)
6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract whose cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the

offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an

interest-bearing account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Business and Noninstructional Operations

BP 3270(a)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The Governing Board recognizes its fiscal responsibility to maximize the use of district equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective district operations. When the Board, upon recommendation of the Superintendent or designee, declares any district-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

(cf. 0440 - District Technology Plan)

(cf. 3512 - Equipment)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Board shall approve the price and terms of any sale or lease of personal property of the district.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of in the local public dump. (Education Code 17546)

Instructional materials shall be considered obsolete or unusable by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with

the district's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the district. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new research or technologies
2. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy
3. Are damaged beyond use or repair

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
~~(cf. 6161.1 - Selection and Evaluation of Instructional Materials)~~
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee shall establish procedures to be used whenever the district sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (~~34 CFR 80.32-2 CFR 200.313~~)

(cf. 3230 - Federal Grant Funds)
(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

35168 Inventory, including record of time and mode of disposal

60510-60530 Sale, donation, or disposal of instructional materials

GOVERNMENT CODE

25505 District property; disposition; proceeds

CODE OF REGULATIONS, TITLE 5

3944 Consolidated categorical programs, district title to equipment

3946 Disposal of equipment purchased with state and federal consolidated application funds

UNITED STATES CODE, TITLE 40

549 Surplus property

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal uniform grant guidance

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32-80.33 Equipment and supplies acquired under a grant or subgrant

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

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

School Services of California, Inc.: <http://www.sscal.com>

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district. Alternatively, such materials may be donated to: (Education Code 60510)

1. Another district, county free library, or other state institution
2. A United States public agency or institution
3. A nonprofit charitable organization
4. Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people

(cf. 0440 - District Technology Plan)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Governing Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60511)

Equipment/Supplies Acquired with Federal Funds

When the district has a need to replace equipment originally purchased with funds from a federal grant or subgrant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property. (~~34 CFR 80.32~~ **2 CFR 200.313**)

(cf. 3230 - Federal Grant Funds)

When any original or replacement equipment or supplies acquired under a federal grant or subgrant are no longer needed for the original project or program or for other federally supported activities, the district may retain or sell such items or, if the item has a current fair market value of less than \$5,000, may otherwise dispose of the item in a manner approved by the Board. Whenever the district sells equipment or supplies that have a current fair market value of \$5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current market value of the equipment or the proceeds from the sale of the equipment or supplies. (~~34 CFR 80.32-80.33~~ **2 CFR 200.313, 200.314**)

In the event that the district is provided equipment that is federally owned, the district shall request disposition instructions from the federal agency when it no longer needs the equipment. (~~34 CFR 80.32~~ **2 CFR 200.313**)

Other Personal Property

The district may sell other surplus or obsolete district-owned personal property through any of the following methods:

1. The Superintendent or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, publishing within the district. The district shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545, 17548)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

(cf. 3311 - Bids)

2. The property may be sold by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. (Education Code 17545)
3. The district may sell the property without advertising for bids under any of the following conditions:
 - a. The Board members in attendance at a meeting have unanimously determined that the property does not exceed \$2,500 in value. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

- b. The district sells the property to agencies of the federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540; 40 USC 549)
- c. The district sells or leases the property to agencies of the federal, state, or local government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

Money received from the sale of surplus personal property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

(cf. 3100 - Budget)

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Business and Noninstructional Operations

AR 3440(a)

INVENTORIES

In order to provide for the proper tracking and control of district property, the Superintendent or designee shall maintain an inventory of equipment in accordance with law for the following:

1. All equipment items currently valued in excess of \$500 (Education Code 35168)
2. All equipment items purchased with state and/or federal categorical funds that have a useful life of more than one year with an acquisition cost of \$500 or more per unit

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3512 - Equipment)

In addition, the Superintendent or designee may maintain a list of specific items which shall be inventoried for internal control purposes regardless of their initial cost or current value.

The inventory shall contain a record of the following information: (Education Code 35168; 5 CCR 3946)

1. Name and description of the property
2. Identification number
3. Original cost of the item of equipment or a reasonable estimate if the original cost is unknown
4. Date of acquisition
5. Location of use
6. The date and method of disposal

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Note: Items #1-5 below are for use by districts that have used state and/or federal categorical funds to purchase equipment with an initial cost over the threshold established by law or the district. The district may merge this list into the list above in order to provide consistent procedures for all district equipment.

In addition to the information specified in items #1-6 above, the following information shall be recorded for equipment acquired with state and/or federal categorical funds unless otherwise specified in law: (~~34 CFR 80.32~~; 5 CCR 3946; **2 CFR 200.313**)

1. Source of the property (funding source)
2. Titleholder
3. Percentage of federal participation in the cost of the property
4. Use and condition of property
5. Sale price of the property upon disposition and method used to determine current fair market value

(cf. 3230 - Federal Grant Funds)

At the time of purchase, the Superintendent or designee shall affix a label to the equipment containing the identification number and the district name. Equipment items purchased with categorical program funds shall also be labeled with the name of the project in accordance with 5 CCR 3946.

Whenever an equipment item is moved to a new location or the equipment is used for a new purpose, the new location or purpose shall be recorded in the inventory.

A copy of the inventory shall be kept at the district office and at the appropriate school site.

(cf. 3580 - District Records)

The Superintendent or designee shall annually submit an inventory listing of federally owned property in its custody to the federal agency that granted the award. (2 CFR 200.312)

Physical Inventory

At least once every two years, a physical inventory of equipment shall be conducted and the results reconciled with the property records. (~~34 CFR 80.32~~ **2 CFR 200.313**)

The Superintendent or designee shall establish procedures for conducting the physical inventory which shall include, but not be limited to, designation of person(s) responsible for coordinating and conducting the inventory, preparation and distribution of count sheets, procedures for implementing the inventory, and procedures for conducting a recount to substantiate the validity of the inventory.

The Superintendent or designee shall investigate any differences between the quantities determined by the physical inspection and those in the accounting records.

Legal Reference:

EDUCATION CODE
35168 Inventory of equipment
CODE OF REGULATIONS, TITLE 5

3946 Control, safeguards, disposal of equipment purchased with consolidated application funds
16022-16023 Classification of records
16035 Historical inventory of equipment
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act
CODE OF FEDERAL REGULATIONS, TITLE 2
200.0-200.521 Federal uniform grant guidance
CODE OF FEDERAL REGULATIONS, TITLE 34
80.1 80.52 Uniform administrative requirements for grants to state and local governments

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual, 2008
OFFICE OF MANAGEMENT AND BUDGET COMMUNICATIONS
Circular A 87, Cost Principles for State, Local, and Indian Tribal Governments, rev. May 10, 2004
WEB SITES
California Association of School Business Officials: <http://www.casbo.org>
White House, Office of Management and Budget: <http://www.omb.gov>
<https://www.whitehouse.gov/omb>
School Services of California, Inc.: <http://www.sscal.com>

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Business and Noninstructional Operations

AR 3460(a)

FINANCIAL REPORTS AND ACCOUNTABILITY

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Interim Reports

Each interim fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. (Education Code 42130, 42131)

The interim reports shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected local control funding formula (LCFF) revenue, salaries and benefits, other revenues and expenditures, and facilities maintenance. For purposes of assessing projections of LCFF revenue, the first interim report shall be compared to the adopted district budget, and the second interim report shall be compared to the projections in the first interim report. (Education Code 42130; 5 CCR 15453-15464)

(cf. 3100 - Budget)
(cf. 3220.1 - Lottery Funds)
(cf. 3300 - Expenditures and Purchases)
(cf. 3314 - Payment for Goods and Services)

The report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

(cf. 3110 - Transfer of Funds)

AR 3460(b)

FINANCIAL REPORTS AND ACCOUNTABILITY (continued)

Audit Report

The Superintendent or designee shall establish a timetable for the completion and review of the annual audit within the deadlines established by law.

The Superintendent or designee shall provide the necessary financial records and cooperate with the auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts, **state and federal grant funds**, and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. The audit shall also include a determination of whether LCFF funds were expended in accordance with the district's local control and accountability plan or an approved annual update of the plan. (Education Code 41020)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3230 - Federal Grant Funds)

(cf. 3430 - Investing)

(cf. 3451 - Petty Cash Funds)

(cf. 3452 - Student Activity Funds)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

(cf. 5117 - Interdistrict Attendance)

~~When required by federal law, specified records pertaining to the audit of federal funds received and expended by the district shall be transmitted to the federal clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the fiscal year, whichever is sooner,~~

unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (31 USC 7502)

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Fund Balance

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the Board
4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

(cf. 7214 - General Obligation Bonds)

When the Board is considering the issuance of certificates of participation and other debt instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and county auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the county auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Workers' Compensation Claims Report

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

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Business and Noninstructional Operations

AR 3512(a)

EQUIPMENT

District equipment shall be used primarily for educational purposes and/or to conduct district business. The Superintendent or designee shall ensure that all employees, students, and other users understand the appropriate use of district equipment and that any misuse may be cause for disciplinary action or loss of user privilege.

(cf. 0440 - District Technology Plan)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3540 - Transportation)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 4040 - Employee Use of Technology)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5142 - Safety)
(cf. 5144 - Discipline)
(cf. 6000 - Concepts and Roles)
(cf. 6163.4 - Student Use of Technology)
(cf. 6171 - Title I Programs)

School-connected organizations may be granted reasonable use of the equipment for school-related matters as long as it does not interfere with the use by students or employees or otherwise disrupt district operations.

(cf. 1230 - School-Connected Organizations)
(cf. 1330 - Use of School Facilities)

The Superintendent or designee shall approve the transfer of any district equipment from one work site to another and the removal of any district equipment for off-site use. When any equipment is taken off site, the borrower is responsible for its safe return and shall be fully liable for any loss or damage.

Employees transferred to another work site shall take with them only those personal items that have been purchased with their own funds unless otherwise authorized by the Superintendent or designee or applicable Board policy.

The Superintendent or designee shall maintain an inventory of all equipment currently valued in excess of \$500. (Education Code 35168; 5 CCR 3946)

(cf. 3440 - Inventories)

When equipment is unusable or is no longer needed, it may be sold, donated, or disposed of in accordance with Education Code 17540-17555 or ~~34 CFR 80.32-2~~ **CFR 200.313**, as applicable.

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Equipment Acquired with Federal Funds

The Superintendent or designee shall obtain prior written approval from the California Department of Education or other awarding agency before purchasing equipment with federal funds. **(2 CFR 200.48, 200.313, 200.439)**

(cf. 3230 - Federal Grant Funds)

(cf. 3300 - Expenditures and Purchases)

All equipment purchased for federal programs funded through the consolidated application pursuant to Education Code 64000-64001 shall be labeled with the name of the project, identification number, and name of the district. **(2 CFR 200.313; 5 CCR 3946)**

For any equipment acquired in whole or in part with federal funds, the Superintendent or designee shall develop adequate maintenance procedures to keep the property in good

condition. He/she shall also develop adequate safeguards to prevent loss, damage, or theft of the property and shall investigate any loss, damage, or theft. **(2 CFR 200.313; ~~34 CFR 80.32~~)**

(cf. 3530 - Risk Management/Insurance)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

Equipment purchased for use in a federal program shall be used in that program as long as needed, whether or not the program continues to be supported by federal funds. The equipment may be used in other activities currently or previously supported by a federal agency when such use does not interfere with the work on the project or program for which it was originally acquired or when use of the equipment is no longer needed for the original program. **(~~34 CFR 80.32-2~~ CFR 200.313)**

Legal Reference:

EDUCATION CODE

17540-17542 Sale or lease of personal property by one district to another

17545-17555 Sale of personal property

17605 Delegation of authority to purchase supplies and equipment

35160 Authority of governing boards

35168 Inventory of equipment

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3946 Control, safeguards, disposal of equipment purchased with state and federal consolidated application funds

4424 Comparability of services

16023 Class 1 - Permanent records

UNITED STATES CODE, TITLE 20

6321 Fiscal requirements

CODE OF FEDERAL REGULATIONS, TITLE 2

200.0-200.521 Federal uniform grant guidance

CODE OF FEDERAL REGULATIONS, TITLE 34

80.1-80.52 Uniform administration requirements for grants to state and local governments

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Cost Principles for State, Local, and Indian Tribal Governments, OMB Circular A-87

WEB SITES

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

Office of Management and Budget: <https://www.whitehouse.gov/omb>

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Students

BP 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, **extracurricular**, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, **of targeted at** any student **by anyone**, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, **and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.** (Education Code 234.1)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, **includes may result from** physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also **shall** includes the creation of a hostile environment **when the through** prohibited conduct **that** is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who **reports or participates in the reporting of unlawful discrimination,** files or **participates in the filing of a complaint, or investigates or** otherwise participates in the **filing or** investigation of a complaint or report **regarding an incident of alleging unlawful** discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the **district's** educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt

action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion ~~for~~ **when the** behavior ~~that~~ is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Management Resources: (continued)

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

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

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

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

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

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Administrative Regulation

Students

AR 5145.3(a)

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with **applicable** state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints **regarding alleging** unlawful discrimination **targeting a student**, including discriminatory harassment, intimidation, or bullying, based on **the student's** actual **or perceived** race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, **pregnancy**, physical or mental

disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; ~~the perception of one or more of such characteristics;~~ or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Superintendent
745 Tenth Street
Colusa, CA 95932
530.458.7791

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint,

and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy, **including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students.** The notice shall inform students and parents/guardians ~~of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, request to meet with~~ the compliance officer **shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.** ~~The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.~~

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that ~~all~~ students and parents/guardians, including ~~students and parents/guardians~~ **those** with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include **details of guidelines for the district may use to provide a discrimination-free environment for all district students,** including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

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

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

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

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

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such

incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Note: The following section may be modified to reflect district practice. Pursuant to Education Code 221.5, ~~as amended by AB 1266 (Ch. 85, Statutes of 2013),~~ a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on his/her educational records. The following guidelines are designed to implement ~~AB 1266 and~~ **Education Code 221.5**, other existing state and federal laws that prohibit discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, against students based on their real or perceived gender identity and/or gender expression. **and regulatory agency guidance such as the May 2016 Dear Colleague Letter: Transgender Students jointly issued by the Civil Rights Division of the U.S. Department of Justice (DOJ) and OCR. According to the jointly issued Dear Colleague Letter, a school's Title IX obligation to ensure nondiscrimination on the basis of sex requires it to provide transgender students equal access to educational programs and activities, even in circumstances in which other students, parents/guardians, or community members raise objections or concerns. In addition, in May 2016, the U.S. Department of Education's Office of Elementary and Secondary Education published Examples of Policies and Emerging Practices for Supporting Transgender Students as a resource to complement the jointly issued Dear Colleague Letter. Though OCR's enforcement of the May 2016 Dear Colleague Letter has been enjoined by a federal court, many of the recommended practices have already been adopted by California school districts to reflect state law protecting the rights of transgender students.** The guidelines address certain issues and circumstances that may arise in relation to the needs of transgender and gender-nonconforming students, and are by no means exhaustive. Consequently, each instance or situation should be addressed based on its particular circumstances to ensure that the safety, privacy, and other concerns of all students involved are

appropriately addressed. For more information on the rights of transgender students, see CSBA's policy brief [Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students](#) and its [Final Guidance Regarding Transgender Students, Privacy, and Facilities](#).

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the **physical, emotional, and other significant risks to the student** **student's need for support**, the compliance officer may ~~consider discussing~~ **discuss** with the student ~~the any~~ need to disclose the student's transgender or gender-nonconformity status **or gender identity or gender expression** to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Note: In the May 2016 Dear Colleague Letter, DOJ and OCR noted that there is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion **of his/her gender identity and begin to treat the student consistent with his/her gender identity** unless district personnel present a credible **and supportable** basis for believing that the student's assertion is for an improper purpose. ~~In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.~~
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify ~~potential issues, including transition related issues,~~ and develop strategies for **addressing them ensuring that the student's access to education programs and activities is maintained.** The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the **student's** arrangements **for the student** are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: ~~The district may~~ **When the district** maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, **A students** shall be ~~entitled~~ **permitted** to access facilities and participate in programs and activities consistent with his/her **their** gender identity. ~~If available and requested by any student, regardless of the underlying reason,~~ **To address any student's privacy concerns in using sex-segregated facilities,** the district shall offer **available** options ~~to address privacy concerns in sex-segregated facilities~~ such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender

identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

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

(cf. 6145.2 - *Athletic Competition*)

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

(cf. 7110 - *Facilities Master Plan*)

Note: 5 CCR 432 requires the legal name, sex, date of birth, etc., of a student to be maintained as part of the student's "mandatory permanent student records" but does not prohibit keeping of other records, such as a student's preferred name, as part of the student's "permitted student records."

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. **Such preferred name may be added to the student's record and official documents as permitted by law.**

(cf. 5125 - *Student Records*)

(cf. 5125.1 - *Release of Directory Information*)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - *Dress Code*)

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Students

BP 5145.7(a)

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, ~~sexual harassment of students~~ at school or at school-sponsored or school-related activities, **sexual harassment targeted at any student by anyone**. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult **who has experienced off-campus sexual harassment that has a continuing effect on campus** to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. **Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.**

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. **A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students**

- 5. 6.** Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- 6. 7.** Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, **including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues**
- 8.** **A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment**

Complaint Process and Disciplinary Actions

~~Complaints regarding~~ Sexual harassment **complaints by and against students** shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, Any student who engages found to have engaged in sexual harassment or sexual violence ~~at school or at a school-sponsored or school-related activity is~~ in violation of this policy **and** shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, Any staff member any employee found to have engaged in sexual harassment or sexual violence toward any student shall ~~be subject to discipline up to and including dismissal~~ **have his/her employment terminated** in accordance with ~~applicable policies, laws, and/or~~ **the applicable** collective bargaining agreements.

(cf. 4117.7 - Employment Status Report)

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

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

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

48900 *Grounds for suspension or expulsion*

48900.2 *Additional grounds for suspension or expulsion; sexual harassment*

48904 *Liability of parent/guardian for willful student misconduct*

48980 *Notice at beginning of term*

CIVIL CODE

51.9 *Liability for sexual harassment; business, service and professional relationships*

1714.1 *Liability of parents/guardians for willful misconduct of minor*

GOVERNMENT CODE

12950.1 *Sexual harassment training*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures*

4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1221 *Application of laws*

1232g *Family Educational Rights and Privacy Act*

1681-1688 *Title IX, discrimination*

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42

1983 *Civil action for deprivation of rights*

2000d-2000d-7 *Title VI, Civil Rights Act of 1964*

2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

106.1-106.71 *Nondiscrimination on the basis of sex in education programs*

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

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

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

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

WEB SITES

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

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

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Students

AR 5145.7(a)

SEXUAL HARASSMENT

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Superintendent
745 Tenth Street
Colusa, CA 95932
530.458.7791

(cf. 1312.3 - Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
- 12. Electronic communications containing comments, words, or images described above**

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual **harassment by another student, an employee, or a third party** or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a

hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a **verbal or informal** report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. **Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.**

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted **to** the Superintendent or designee who shall determine who will investigate the complaint.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

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

(cf. 5125 - Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. **To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment.** ~~Such~~ **Interim** measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

CALL TO ORDER	The meeting was called to order at 4:00 p.m. in the District Office Board Room by Board President Kelli Griffith-Garcia, who established a quorum was present. Attending were Terry Bressler, Lincoln Forry, Charles Yerxa and Kathie Whitesell. Also in attendance was Superintendent Dwayne Newman and various CUSD staff members.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information was presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	No information was presented
RECOGNITIONS & CELEBRATIONS	A brief reception for the newly hired staff occurred.
STUDENT REPORT	Grace Boeger reported on various upcoming activities and events taking place at CHS.
PRESIDENT’S REPORT	<p>CRAF – Mr. Yerxa reported that CRAF recently supplied soccer equipment to a school in Lake County that was impacted by the fire.</p> <p>FOM – None.</p> <p>FOA – Mrs. Griffith-Garcia reported on various FFA events. She also stated that CUSD has approximately 183 students participating in FFA.</p> <p>SELPA – None.</p> <p>Grounds – None.</p>
SUPERINTENDENT’S REPORT IMPROVING ACHIEVEMENT	<ul style="list-style-type: none"> • CAASPP Assessment Data Report – Mr. Newman reviewed the CAASPP results and discussed future achievement goals. • Staff & Parent Surveys – Surveys will be going out to parents and students very soon. The process for distributing the surveys is currently being discussed with the Admin team.
SUPERINTENDENT’S REPORT MANAGEMENT	<ul style="list-style-type: none"> • Low Voltage – The low voltage component of the modernization projects is nearly complete. The Director of IT, Jeremy Miller, reported that there are few minor adjustments that are needed. Some of the adjustments will occur after school hours. • BPS Paving & Modular – A punch list is currently being worked on and progressing well. • EMS Paving & Modular – A punch list is currently being worked on and progressing well. • CHS HVAC & Restrooms – The air conditioning at CHS is working very well. Restrooms look great and the kids are happy. • CHS Ag Barn – The Ag barn looks great and teachers are beginning to set up. Discussion regarding the old Ag Barn ensued.

SUPERINTENDENT'S REPORT
BUDGET

- The multi-year projection was reviewed.

CSEA REPRESENTATIVE'S
REPORT
CEA REPRESENTATIVE'S
REPORT
PUBLIC HEARING

No information was presented.

Pam Giuliano reported that negotiations will take place on September 23, 2016.

Board President, Kelli Griffith-Garcia opened the public hearing at 5:31 PM for the following:

- Resolution #2016-17.01 – Sufficiency of Insufficiency of Instructional Materials.
- Resolution #2016-17.02 – Adoption of Development Fees on Residential & Commercial & Industrial Development to Fund the Construction or Reconstruction of School Facilities.

No public comments were made and the hearing closed at 5:33 PM.

**INFORMATION / DISCUSSION /
POSSIBLE ACTION ITEMS**
ACTION ITEM #161708

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve of Resolution #2016-17.01 – Sufficiency or Insufficiency of Instructional Materials.

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

Vote: (Unanimous)

ACTION ITEM #161709

Motion was made by Terry Bressler, seconded by Kathie Whitesell to approve of Resolution #2016-17.02 – Adoption of Development Fees on Residential & Commercial & Industrial Development to Fund the Construction or Reconstruction of School Facilities.

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

Vote: (Unanimous)

NO ACTION TAKEN

Agenda item H.3. – Consider Approval of Cafeteria Meal Price Increase Effective January 1, 2017 was tabled. The item will be brought back to the board during the October meeting.

ACTION ITEM #161710

Motion was made by Terry Bressler, Lincoln Forry to approve Warrants: Batch #6-10.

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

Vote: (1 Abstain, 4 Ayes)

ACTION ITEM #161711

Motion was made by Charles Yerxa, seconded by Kathie Whitesell to approve the third reading of BP 3515.7 – Firearms on School Grounds.

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

Vote: (3 Ayes, 2 Nays)

ACTION ITEM #161712

Motion was made by Kathie Whitesell, seconded by Charles Yerxa to approve the following consent agenda items:

- a. August 9, 2016 Meeting Minutes
- b. August 23, 2016 Meeting Minutes to include the presence of Bob Thurbon
- c. 15-16 Unaudited Actuals
- d. 15-16 EPA Actuals
- e. General Fund 01 Budget Revision
- f. Bond Fund 21 Budget Revision
- g. Resolution #2016-17.03 – Gann Limit
- h. Resolution #2016-17.04 – Education Protection Account
- i. Routine Restricted Maintenance Account Certification
- j. CEA Sunshine Fund
- k. CSEA Sunshine Fund
- l. Personnel Assignment Order 2016-2017 #2
- m. August Payroll
- n. 16-17 Extra Duty Stipend List
- o. 16-17 Annual Credentialing Report

p. ASB Fund Statement

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

Vote: (Unanimous)

None.

HEARING OF THE PUBLIC FOR
MATTER ON CLOSED SESSION
AGENDA

The Board adjourned to Closed Session at 6:25 PM to consider and/or take action upon any of the following items:

1. Student Matters:
 - a. Inter District Transfers
2. Personnel Matters:
 - a. Public Employment
 1. 2016-2017 New Hires
 - b. Public Employees Discipline/Dismissal/Release/Resignation
 1. Resignations

3. Negotiations

Instructions 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).*

4. Possible/Pending Litigation

The Board reconvened from Closed Session at 7:30 PM. Board President, Kelli Griffith-Garcia reported out that the Board reviewed and/or discussed Inter District Transfers, New Hires, Resignations and Possible/Pending Litigation and matters related to personnel.

ADJOURNMENT

The meeting adjourned at 7:35 PM

Respectfully submitted by Zeba Hone,
Executive Administrative Assistant

APPROVED BY:

**Colusa Unified School District
Personnel Assignment Order
2016-2017 #3**

EMPLOYMENT, RESIGNATIONS, AND OTHER

CERTIFICATED

Employment / Appointments:

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

CLASSIFIED

Employment / Appointments:

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
Goodman, Jennifer	EMS ASES Paraeducator	\$13.21/hr	09/12/2016
Mobley, Katherine	BPS ASES Paraeducator	\$12.58/hr	09/12/2016
Havens, Troy	EMS ASES HS Helper	\$10.00/hr	09/26/2016
Mendenhall, Trevor	EMS ASES HS Helper	\$10.00/hr	09/26/2016
Benitez, Jory	BPS Paraeducator	\$14.56/hr	10/03/2016
Cano, Manual	CHS JV Girls Basketball Coach	\$2335.00	11/01/2016
Cervantes, Laura	CHS Girls Soccer	\$2805.00	11/01/2016
Benitez, Jory	BPS Paraeducator	\$14.56/hr	10/05/2016
Salazar, Bo	Head Track Coach	\$3040.00	02/01/2017

Leaves:			
Natalii Chavez-Maternity	BPS Yard Duty	\$10.00/hr	09/26/2016

Resignation:

<u>Name</u>	<u>Position</u>	<u>Salary</u>	<u>Date</u>
Flores, Carlos	BPS Paraeducator	\$12.58/hr	10/07/2016
Rangel, Antonia	BPS Yard Duty	\$13.62/hr	09/30/2016

Retirement:
Increase of Hours:
Job transfer:
Termination:

COLUSA UNIFIED SCHOOL DISTRICT

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

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

DWAYNE NEWMAN
DISTRICT SUPERINTENDENT



Payroll totals for the month of: **SEPTEMBER 2016**

Issued 09/10/2016: (SUP)	\$ 6,408.28
Issued 09/30/2016: (EOM)	<u>\$ 784,014.76</u>
Monthly total	\$ 790,423.04

WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
COLUSA UNIFIED SCHOOL DISTRICT

July 1, 2016 TO September 30, 2016

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

No complaints have been received this quarter.

The following complaints have been received this quarter.

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

Complaints have been received regarding insufficient instructional materials.

District Resolutions:

Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.

Complaints have been received regarding insufficient textbooks.

District Resolutions:

Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.

Complaints have been received that facilities have emergency/urgent threat conditions.

District Resolutions:

Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Complaints have been received regarding unqualified teachers.

District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)

Superintendent

Date