

Pierce Joint Unified School District

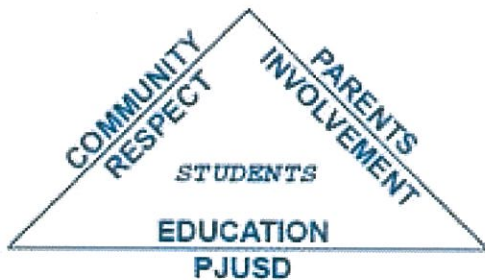
Board of Trustees Regular Meeting

Pierce Joint Unified School District
Technology Building
940A Wildwood Rd
Arbuckle CA 95912

Thursday

January 19, 2017

6:00 p.m.



"Students First"



Pierce Joint Unified School District
540A 6th Street
P.O. Box 239
Arbuckle CA 95912
(530) 476-2892 * (530) 476-2289 Fax

BOARD OF TRUSTEES REGULAR MEETING
PIERCE JOINT UNIFIED SCHOOL DISTRICT TECHNOLOGY BUILDING
940A WILDWOOD RD, ARBUCKLE CA 95912
THURSDAY JANUARY 19, 2017 6:00 p.m.

AGENDA

Governing Board

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 540A 6th Street, Arbuckle CA 95912, during normal business hours.

1. CALL TO ORDER
 - A. *Pledge of Allegiance*

2. APPROVAL OF AGENDA ACTION

3. HEARING OF THE PUBLIC
(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

4. PHS Student Body Representative Report REPORT

5. Lloyd G. Johnson Junior High School Staff Presentation INFORMATION

6. PRINCIPAL'S REPORTS INFORMATION
 - A. Arbuckle Elementary School/Grand Island Elementary School
 - B. Lloyd G. Johnson Junior High School
 - C. Pierce High School/Arbuckle Alternative High School

7. REPORTS: INFORMATION/
DISCUSSION
 - A. Facilities / Transportation Report
 - B. P-1 Attendance Report
 - C. Williams Uniform Complaint Quarterly Report – 2nd Quarter
 - D. Budget Update
 - E. Discipline Report – 2nd Quarter
 - F. Academic Grade Report – PHS
 - G. ASES Collaborative Meeting Report
 - H. Math Class – Fueled Ed Report

8. PJUEA (Pierce Joint Unified Educators Association) Report INFORMATION

9. CSEA (California School Employees Association) Report INFORMATION

10. Consider and approve **School Accountability Report Card** for: ACTION
 - A. Arbuckle Elementary School
 - B. Grand Island Elementary School
 - C. Lloyd G. Johnson Junior High School
 - D. Pierce High School
 - E. Arbuckle Alternative High School

11. Consider and approve **2017/18 Pierce Joint Unified School District Attendance Calendar** ACTION

12. Consider and approve **2017/18 Pierce Joint Unified School District Student Calendar** ACTION

13. Consider and approve **Resolution #16/17 – 13: Authorization to Increase the District Revolving Account** ACTION

14. Consider and approve **Resolution #16/17 – 14: Budget Revision** ACTION

15. Consider and approve **Resolution #16/17 – 15: Certifying to the Boards of Supervisors of Yolo County and Colusa County All Proceedings in the November 8, 2016 General Obligation Bond Election** ACTION

16. Consider and approve **Pierce Joint Unified School District Citizen’s Bond Oversight Committee Bylaws for Measure B** ACTION

17. Consider and approve **Resolution #16/17 – 16: Resolution of the Board of Trustees of the Pierce Joint Unified School District Adopting Bylaws Governing Measure B Citizen’s Oversight Committee** ACTION

18. Consider and approve **Resolution #16/17 – 17: Resolution Declaring Intention to Reimburse Expenditures from the Proceeds of Obligations to be Issued by the Pierce Joint Unified School District** ACTION

19. Consider and approve **Teacher Consent Form for Cecil Felkins – Lloyd G. Johnson Junior High School: Computer** ACTION

20. Consider and approve Consent Agenda: ACTION
 - A. Minutes of December 8, 2016 Regular Board Meeting
 - B. Warrant List for December 2016
 - C. Interdistrict Transfers:
 1. Transferring **OUT** for the 2016/17 School Year:
 - a. Two (2) Students to Colusa CA ((1) new)
 - b. Two (2) Students to Williams CA (new)
 2. Transferring **OUT** for the 2017/18 School Year:
 - a. Three (3) Students to Woodland CA (continuing)
 - D. Donations:
 1. Anonymous Donation: PHS Band
 2. Chuck and Mary Grimmer: PHS School Farm
 3. Also-Geyer/Ace Hardware: PHS Boys’ Basketball Tournament
 4. Shady Creek – JJH:
 - a. Davison Drug and Stationery
 - b. Mike and Ellen Voorhees

- c. Matthew and Ariel Alonso
- d. Valley Farm Transport, Inc.
- e. Circle D Farms, Inc.
- f. Patricia Hamilton
- g. Douglas D. Matthews Ranch
- h. 4 R Farming, Inc.
- i. H. Raymond Charter
- j. Frederick and Betty Lou Grimmer
- k. Traynham Ranch
- l. County Line Warehouse, Inc.
- m. Joseph and Catherine Marsh
- n. H&A Charter Farms
- o. Ramos and Kley Ranches, LLC
- p. Gary and Lorilee Henderson
- q. George and Donna Green
- r. Andy and Carol Geyer
- s. Twin Oaks Vineyard, LLC
- t. Boyd's Auto Parts
- u. Thomas and Rose Ann Ellis
- v. Adams Group
- w. Frank Alonso Farms, Inc.
- x. California Family Foods
- y. Matt and Nadine High
- z. RemSun, LLC
- aa. Fouch & Son
- bb. Superior Tire Service
- cc. Jeff Charter Farming
- dd. Butte Sand and Gravel
- ee. Colusa-Glenn Farm Credit
- ff. R.B. Spencer
- gg. Jane C. Kalfsbeek
- hh. Fagen, Friedman & Fulfrost, LLP
- ii. Martin's Dusters Inc.
- jj. Colusa Dairy

E. Contracts:

- 1. Agreement for Consulting Services between Third Shoe, Inc. and Pierce Joint Unified School District for Unit 200 & 400 Computer Lab Removal at Lloyd G. Johnson Junior High School
- 2. Agreement between James Marta & Company LLP Certified Public Accountants and Pierce Joint Unified School District for Performance and Financial Audit for 2016 Measure B Bond

F. Overnight Field Trip Requests:

- 1. FFA Parli Pro Team – Minarets High School, O'Neils CA
- 2. FFA Parli Pro Team – Fresno Convention Center, Fresno CA

21. BOARD POLICIES

A. FIRST READING:

- 1. AR 1340: Access to District Records
- 2. BP/AR 3311.1: Uniform Public Construction Cost Accounting Procedures
- 3. AR 3311.3: Design-Build Contracts
- 4. BP 3470: Debt Issuance and Management
- 5. AR 3543: Transportation Safety and Emergencies

FIRST
READING/
POSSIBLE
ACTION

6. BP/AR 4030: Nondiscrimination in Employment
7. BP/AR 4119.11/4219.11/4319.11: Sexual Harassment
8. BP 5030: Student Wellness
9. AR 5111.1: District Residency
10. BP 5116.2: Involuntary Student Transfers
11. BP 6146.1: High School Graduation Requirements
12. BP/AR 61614.6: Identification and Education Under Section 504
13. AR 6173.3: Education for Juvenile Court Students
14. BB 9240: Board Training
15. 9323: Meeting Conduct

22. Items to be agendized for the next regular meeting:

23. Superintendent’s Report

24. Board President Report

25. CLOSED SESSION:

ACTION

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Certificated	Parli-Pro Coach – PHS	Volunteer
Certificated	Computer Teacher – JJH	Hiring
Classified	After School Program Site Lead – GI to After School Program Paraeducator – AES	Classification Change
Certificated	Social Science Long Term Substitute – JJH	Hiring
Certificated	Social Science Teacher – PHS	Resignation
Certificated	Ag Long Term Substitute – PHS	Hiring
Classified	Substitute Para Educator	Hiring
Certificated	Math Teacher – PHS	Child Bonding Leave
Classified	J.V. Boys’ Basketball Coach - PHS	Resignation
Classified	J.V. Boys’ Basketball Coach - PHS	Hiring
Classified	Varsity Baseball Coach – PHS	Hiring

B. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups.

C. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

D. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case

26. OPEN SESSION - REPORT ACTION TAKEN IN CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Certificated	Parli-Pro Coach – PHS	Volunteer
Certificated	Computer Teacher – JJH	Hiring
Classified	After School Program Site Lead – GI to After School Program Paraeducator – AES	Classification Change
Certificated	Social Science Long Term Substitute – JJH	Hiring
Certificated	Social Science Teacher – PHS	Resignation
Certificated	Ag Long Term Substitute – PHS	Hiring
Classified	Substitute Para Educator	Hiring
Certificated	Math Teacher – PHS	Child Bonding Leave
Classified	J.V. Boys’ Basketball Coach - PHS	Resignation
Classified	J.V. Boys’ Basketball Coach - PHS	Hiring
Classified	Varsity Baseball Coach – PHS	Hiring

B. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and unrepresented groups.

C. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

D. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case

27. Adjourn

In compliance with the American with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact our office at (530) 476-2892 x13000. Notification at least 48 hours prior to the meeting will enable the office to make reasonable arrangements to ensure accessibility to the Board meeting. (Government Code § 54954.2)

WILLIAMS UNIFORM COMPLAINT PROCEDURE
QUARTERLY REPORT
PIERCE JOINT UNIFIED SCHOOL DISTRICT
October 1 2016 - December 31, 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

District ASES Meeting

Minutes

AES/GI/JJH

December 6, 2016

Participants: Carol Geyer, Summer Shadley, Blake Kitchen, Clara Gessford, Trish Pesek, Linda Mendoza, Toni Quezada, Jewel Kannengieser, Jasmin Duarte, Kate Kellogg

1. Meeting was called to order at 1:05 and participants signed in.
2. Clara Gessford and Trish Pesek gave descriptions of their program. AES has 96 students enrolled in their program with 1 site lead and 4 para educators. GI has 40 students enrolled and 1 site lead and 1 para educator.
3. We went over the Quality Program Improvement Plan for AES and GI. We discussed our progress to goal 1. We agreed to commit to one 30 minute session of professional development a week per site to take place at 2:00 on Fridays. Site leads were encouraged to work with one another and share resources. We also discussed the need to have the para educators at each grade level meet with the grade level teachers to discuss areas of concerns. Mrs. Shadley will work on setting up a time 1x month so teachers and ASES staff can collaborate.
4. We discussed objective 2 under goal one which refers to bringing in community volunteers. The committee discussed what has currently been done and brainstormed ideas for potential members of the community who would be a good resource for our students. Site leads are working on setting up 5 volunteers to attend the program by the end of the year.
5. We discussed the enrollment process for the 16/17 and 17/18 school years. GI thought it would be beneficial to have a parent meeting like AES did for the 16/17 year. AES will continue with the lottery.
6. The committee agreed that we will add the area of Healthy Choices and Behaviors for the 17/18 QPIP.
7. Meeting adjourned at 1:50.

Arbuckle Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arbuckle Elementary School
Street	701 Hall St.
City, State, Zip	Arbuckle, CA 95912-0100
Phone Number	(530) 476-2522
Principal	Summer Shadley
E-mail Address	sshadley@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us
CDS Code	06616146003511

District Contact Information	
District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Arbuckle Elementary School is a school of character. The goal of our school is to provide each student with a challenging and rigorous curriculum appropriate to his/her academic level in a safe learning environment. With parents and teachers working together as a team towards the same goal, every child will succeed. In order to give each child the best opportunity for success, we keep the vision of "Students First" in all that we do. If we accept and make the pledge to keep children first, then it follows that education becomes our number one priority. A school-community with those two concepts as our core values will stand willing and able to do what is needed for educating the children.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	88
Grade 2	108
Grade 3	99
Grade 4	118
Grade 5	111
Total Enrollment	627

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	1
Filipino	0
Hispanic or Latino	76.6
Native Hawaiian or Pacific Islander	0.2
White	19
Two or More Races	1.6
Socioeconomically Disadvantaged	71.3
English Learners	53.3
Students with Disabilities	9.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	31	30	25	79
Without Full Credential	0	2	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.0	4.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality, most current adoption, all materials are available McMillian McGraw Hill- CA Wonders ELA/ELD	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Good quality, most current adoption, all materials are available Houghton Mifflin/Harcourt- Go Math 2015 is available to all students	Yes	0%
Science	Good quality, most current adoption, all materials are available Houghton Mifflin –Science California 2007 is available to all students	Yes	0%
History-Social Science	Good quality, most current adoption, all materials are available Scott Foresman History-Social Science for California 2006 is available to all students	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Arbuckle Elementary strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. Our staff takes great pride in maintaining clean and safe facilities. Flowers make the campus colorful. Safety signs are posted on the main building and on the fences. A paved parking area is designated for student pickup and drop off. A portion of 7th Street is closed during school hours. The staff parking lot is fenced in and safety gates are at each of the upper grade corridors. *During 15-16 there were no quarterly Williams Act complaints.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	34	35	38	39	44	48
Mathematics	38	38	33	30	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	94	97.9	42.5
	4	119	117	98.3	35.9
	5	108	108	100.0	28.7
Male	3	41	41	100.0	46.3
	4	66	65	98.5	26.1
	5	66	66	100.0	21.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	55	53	96.4	39.6
	4	53	52	98.1	48.1
	5	42	42	100.0	40.5
Hispanic or Latino	3	78	77	98.7	36.4
	4	87	86	98.8	30.2
	5	76	76	100.0	19.7
White	3	15	14	93.3	78.6
	4	25	24	96.0	58.3
	5	28	28	100.0	50.0
Socioeconomically Disadvantaged	3	74	73	98.7	35.6
	4	86	85	98.8	30.6
	5	73	73	100.0	16.4
English Learners	3	62	61	98.4	37.7
	4	46	46	100.0	15.2
	5	32	32	100.0	
Students with Disabilities	4	15	14	93.3	7.1
	5	14	14	100.0	7.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	95	99.0	49.5
	4	119	117	98.3	41.0
	5	108	108	100.0	24.1
Male	3	41	41	100.0	48.8
	4	66	65	98.5	43.1
	5	66	66	100.0	24.2
Female	3	55	54	98.2	50.0
	4	53	52	98.1	38.5
	5	42	42	100.0	23.8
Hispanic or Latino	3	78	78	100.0	43.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	87	86	98.8	36.0
	5	76	76	100.0	14.5
White	3	15	14	93.3	85.7
	4	25	24	96.0	62.5
	5	28	28	100.0	46.4
Socioeconomically Disadvantaged	3	74	74	100.0	37.8
	4	86	85	98.8	31.8
	5	73	73	100.0	15.1
English Learners	3	62	62	100.0	37.1
	4	46	46	100.0	26.1
	5	32	32	100.0	
Students with Disabilities	4	15	14	93.3	14.3
	5	14	14	100.0	7.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	33	36	50	35	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	108	108	100.0	36.1
Male	66	66	100.0	37.9
Female	42	42	100.0	33.3
Hispanic or Latino	76	76	100.0	23.7
White	28	28	100.0	71.4
Socioeconomically Disadvantaged	73	73	100.0	20.6
English Learners	32	32	100.0	3.1
Students with Disabilities	14	14	100.0	14.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8	23.9	37.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

We have many opportunities for parents to become involved such as: Classroom Volunteers, Parents' Club, School Site Council, English Learner Advisory Committee, attending parent conferences, family nights, and parent workshops. Please call Summer Shadley at (530) 476-2522 for details on how to volunteer your time.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.65	0.45		6.24	4.45		4.36	3.80	
Expulsions	0.00	0.00		0.07	0.13		0.10	0.09	

School Safety Plan (School Year 2016-17)

Regular fire, earthquake and intruder drills are conducted. A monthly district Health and Safety Committee with administrative, teacher and parent representatives from each site reviews the consistency of the usage of the district discipline matrix as well as any health or safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communication skills. Using the Safe Schools Planning guide, the School Site Council annually reviews elements of the school climate and the physical environment to annually update the Safe School Plan. The school has a weekly Character Matters Assembly that is held on Friday of each week where students are taught the characteristics of kindness and being a good citizen.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2010-2011
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		4		26		4		21		5	
1	24		4		22		4		21		4	
2	27		4		23		4		27		4	
3	24		4		23		5		25		4	
4	25		4		25		4		30		4	
5	29		3		27		4		27		4	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0.4	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,546.24	552.38	4,993.86	65,481
District	N/A	N/A	7,212.82	\$64,860
Percent Difference: School Site and District	N/A	N/A	-30.8	0.8
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-20.1	4.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Before and after school tutoring programs are offered by individual grade level teams. Primary Intervention Program (PIP) is available to qualifying students in grades K-3 to help students with social issues. Students meet one-on-one with an aide for thirty minutes during a semester. Counseling is available to our students two days a week through our district counselor. One full-time and one part-time reading specialist works with students in grades 1-5 who are experiencing difficulty with reading and writing skills. A literacy coach trains certificated paraprofessionals, substitutes and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fourth and fifth grade students are trained to help students resolve conflicts among each other. One full-time and one part-time English Language Development (ELD) teacher works with English language learners. Reading Counts is available in all classrooms. This program is used to promote reading and recognize students for their reading achievement. Read Naturally is used in classrooms to promote reading fluency. Arbuckle Elementary operates an after school program under the ASES grant. Lexia is a computer based phonics program utilized by struggling readers. FASTT Math is a computer based math facts program for student support. ST Math is a game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Compass Learning is a computer based program that provides students a curriculum based on their individual needs. All of these programs are monitored and analyzed by the administrators and teachers on a regular basis.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,471	\$40,430
Mid-Range Teacher Salary	\$62,154	\$58,909
Highest Teacher Salary	\$83,195	\$77,358
Average Principal Salary (Elementary)	\$85,745	\$94,634
Average Principal Salary (Middle)	\$117,724	\$97,839
Average Principal Salary (High)	\$125,831	\$100,453
Superintendent Salary	\$141,726	\$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

A total of six full days per year are utilized for teacher training/staff development. Every Wednesday students are released at 2:00 p.m. in order for teaching staff to collaborate as a grade level team. Formative assessment is the current focus for professional development, as well as, new curriculum training, Illuminate, Edvivate, technology integration, EL instructional strategies and explicit direct instruction.

Grand Island Elementary School School Accountability Report Card Reported Using Data from the 2015-16 School Year Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Grand Island Elementary School
Street	551 Leven St.
City, State, Zip	Grimes, CA 95950-0030
Phone Number	(530) 437-2416
Principal	Summer Shadley
E-mail Address	sshadley@pierce.k12.ca.us
Web Site	http://www.pierce.k12.ca.us
CDS Code	06616146003537

District Contact Information	
District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The mission statement for our school is "Believe, Achieve, Succeed." It is our goal to have each student positively motivated to learn, and it is our goal to be aware of each child's personal growth and self esteem.

Grand Island Elementary school serves students in grades 1-5 and is located in Grimes, which is adjacent to the Sacramento River. The school is the primary hub of activity in this small farming community. The school district encompasses 60 square miles. The average enrollment is 55 students. The majority of our students begin school as non-English speakers. Once again, Grand Island Elementary School encourages parents to get involved in every facet of their child's education.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	8
Grade 1	4
Grade 2	6
Grade 3	11
Grade 4	13
Grade 5	7
Total Enrollment	49

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	8.2
Filipino	0
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	0
White	8.2
Two or More Races	0
Socioeconomically Disadvantaged	98
English Learners	85.7
Students with Disabilities	14.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	4	4	4	79
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Good quality, most current adoption, all materials available MacMillan/McGraw-Hill California Wonders ELA/ELD	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Good quality, most current adoption, all materials available Houghton Mifflin - GO Math 2015 is available to all students	Yes	0%
Science	Good quality, most current adoption, all materials available Houghton-Mifflin - Science California 2007 is available to all students	Yes	0%
History-Social Science	Good quality, most current adoption, all materials available Scott Foresman History-Social Science for California 2006 is available to all students	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: June 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: June 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	23	22	38	39	44	48
Mathematics	28	16	33	30	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	11	11	100.0	18.2
	4	14	14	100.0	21.4
Hispanic or Latino	4	11	11	100.0	18.2
Socioeconomically Disadvantaged	4	14	14	100.0	21.4

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	11	11	100.0	9.1
	4	14	14	100.0	28.6
Hispanic or Latino	4	11	11	100.0	27.3
Socioeconomically Disadvantaged	4	14	14	100.0	28.6

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	--	50	35	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Grand Island Elementary has an open door policy and parents are encouraged to come by at any opportunity. Our Grand Island Parents' Club has been in existence for over 70 years. The parents are involved with various fundraisers and school events. Parents are also asked to join our School Site Council which is a two year commitment. Grand Island parents also volunteer to come into the classrooms and share their special talents. Please call (530) 437-2416 for details on how to volunteer your time.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.50	0.00		6.24	4.45		4.36	3.80	
Expulsions	0.00	0.00		0.07	0.13		0.10	0.09	

School Safety Plan (School Year 2016-17)

Regular fire, earthquake and intruder drills are conducted. A monthly District Safety Committee consisting of administrative, teacher and parent representatives from each site review the usage of the district discipline matrix as well as any safety issues that may need to be reviewed. Conflict facilitators are trained to assist in problem solving among students. Class meetings are held weekly to promote communications skills. The School Site Council annually reviews elements of the school climate and the physical environment and uses the information to annually update the Safe School Plan.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	13	1			0	0						
1	10				12							
2	14		1		10		1		17	1		
3	10				14				11	1		
4	7	1			9		1		20	1		
5	9				7				7	1		
6	10	1			9	1						

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.05	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.05	N/A
Psychologist	0.1	N/A
Social Worker	0	N/A
Nurse	0.05	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7,748.75	847.60	6,901.15	59,843
District	N/A	N/A	7,212.82	\$64,860
Percent Difference: School Site and District	N/A	N/A	-4.3	-6.1
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	1.6	-2.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

After school tutoring programs are offered at some grade levels. Primary Intervention Program (PIP) is available to qualifying students in grades k-3 to help students with social issues. Students meet one-on-one with an aide for thirty minutes during a semester. Counseling is available to our students through Colusa County Mental Health and through the district. Paraprofessionals are hired to help enhance our language arts and math instruction. A literacy coach trains certificated paraprofessionals, substitutes and parents in reading and writing strategies. Conflict facilitation is offered at the school site. Fifth and sixth grade students are trained to help students resolve conflicts among each other. An English Language Development (ELD) teacher works with English language learners. Reading Counts is available to all classrooms. This program is used to promote reading and recognize students for their reading achievement. Read Naturally is used in classrooms to promote reading fluency. Grand Island Elementary operates an after school program under the ASES grant. Lexia is a computer based phonics program utilized by struggling readers. FASTT Math is a computer based math program for student support. ST Math is an online curriculum that enhances student's conceptual math skills. Compass Learning is an online program that provides leveled instruction to students based on area of need.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
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Superintendent Salary	\$141,726	\$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Six full days per year are utilized for teacher training/staff development. Every Wednesday students are released at 2:00 p.m. in order for teaching staff to collaborate as a grade level team and staff. Formative assessment is the focus currently for staff development, as well as, new curriculum training, Edivate, Illuminate, technology integration, EL instructional strategies and explicit direct instruction.

Lloyd G. Johnson Junior High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lloyd G. Johnson Junior High School
Street	938 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-3261
Principal	Ron Fisher
E-mail Address	rfisher@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us
CDS Code	06616146103576

District Contact Information	
District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The goal of the staff at Johnson Jr. High is to provide effective teaching for every student every day in order to promote high levels of student learning as evidenced from data collected from state and local assessments. Our school offers six periods a day of Common Core standards-based teaching and one period a day of common core standards-based interventions for those students who are performing below proficient as measured by state assessments. Johnson Jr. High also offers extension classes for students who have scored proficient or above on state assessments. The After-School Education Program provides funding for an after-school program which promotes the completion of homework and provides time for recreational activities everyday that school is in session. The Associated Student Body at JJH is a group of very highly-motivated students who meet monthly to plan and promote school activities. Athletics are a strong component for 7th and 8th grade boys and girls and are provided throughout the entire school year. Many after school clubs are offered on Monday, Tuesday, and Thursday from 3:10 to 4:10 PM with bus service each day. These after school clubs provide enrichment activities and tutoring in math and English.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	117
Grade 7	110
Grade 8	124
Total Enrollment	351

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	1.1
Filipino	0
Hispanic or Latino	68.9
Native Hawaiian or Pacific Islander	0.6
White	27.1
Two or More Races	0.3
Socioeconomically Disadvantaged	68.1
English Learners	14.8
Students with Disabilities	12.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	17	27	79
Without Full Credential	0	1	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.3	9.7
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2015-2016 Study Sync grades 6-8	Yes	0
Mathematics	2014-2015 Go Math Program	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	2014-2015 Interactive Science- Pearson	Yes	0
History-Social Science	11 year sufficient	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Computer lab space will be removed from the 200 wing and 400 wing to make the rooms larger. Each class has a cart of Chromebooks and does not need the separate room.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 2016 June				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2016 June				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	40	43	38	39	44	48
Mathematics	31	28	33	30	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	117	115	98.3	35.6
	7	112	111	99.1	56.4
	8	128	126	98.4	37.3
Male	6	68	68	100.0	32.4
	7	66	65	98.5	50.8
	8	62	61	98.4	24.6
Female	6	49	47	95.9	40.4
	7	46	46	100.0	64.4
	8	66	65	98.5	49.2
Hispanic or Latino	6	78	76	97.4	27.6
	7	81	81	100.0	49.4
	8	88	88	100.0	29.6
White	6	34	34	100.0	52.9
	7	27	26	96.3	84.0
	8	32	31	96.9	58.1
Socioeconomically Disadvantaged	6	78	76	97.4	26.3
	7	72	72	100.0	50.0
	8	88	88	100.0	28.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	12	12	100.0	
	7	23	23	100.0	8.7
	8	19	19	100.0	5.3
Students with Disabilities	6	16	16	100.0	
	7	11	11	100.0	36.4
	8	18	18	100.0	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	117	115	98.3	19.1
	7	112	110	98.2	34.5
	8	112	110	98.2	34.5
Male	6	68	68	100.0	17.6
	7	66	65	98.5	36.9
	8	66	65	98.5	36.9
Female	6	49	47	95.9	21.3
	7	46	45	97.8	31.1
	8	46	45	97.8	31.1
Hispanic or Latino	6	78	76	97.4	14.5
	7	81	81	100.0	27.2
	8	81	81	100.0	27.2
White	6	34	34	100.0	29.4
	7	27	25	92.6	64.0
	8	27	25	92.6	64.0
Socioeconomically Disadvantaged	6	78	76	97.4	17.1
	7	72	72	100.0	29.2
	8	72	72	100.0	29.2
English Learners	6	12	12	100.0	
	7	23	23	100.0	8.7
	8	23	23	100.0	8.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	6	16	16	100.0	
	7	11	11	100.0	
	8	11	11	100.0	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57	42	46	50	35	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	128	125	97.7	45.6
Male	62	61	98.4	36.1
Female	66	64	97.0	54.7
Hispanic or Latino	88	88	100.0	39.8
White	32	30	93.8	63.3
Socioeconomically Disadvantaged	88	87	98.9	36.8
English Learners	19	19	100.0	10.5
Students with Disabilities	18	18	100.0	22.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.6	22.3	36.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

There are many opportunities for parents to be involved in their child 's educational experiences at JJH. The School Site Council meets monthly to provide parents an advisory voice to the site administrator. District-wide safety and health committee meetings are open to all parents interested in discussing concerns with district and site administrators. The site ELAC committee provides a venue for parents of bilingual students to voice their concerns, especially those concerns regarding the academic progress of their English Language Learner students. Parents can also request, through the school, a Student Study Team meeting if they have concerns regarding their child 's learning; when a teacher requests an SST, the parent is always invited and is an integral part of the meeting . Parents are informed of various informational meetings throughout the school year in mailings from the school office and the use of a Facebook page. Parents are also encouraged to be involved in their child's educational experiences by visiting classes, through Open House and Back to School Night. JJH promotes parent communication through the Facebook page, Aeries, and the school website.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	14.33	8.06		6.24	4.45		4.36	3.80	
Expulsions	0.00	0.30		0.07	0.13		0.10	0.09	

School Safety Plan (School Year 2016-17)

The comprehensive school safety plan was developed for JJH with the number one goal of student and staff safety in mind. Drills and practices for emergencies such as: earthquake, fire, and intruder on campus are practiced regularly throughout the school year. All teachers have emergency bags that are filled with safety supplies and other miscellaneous emergency necessities. Teachers are required to carry their emergency bags, student rosters, and green and red signs to all practices to indicate that they are prepared, know where their students are, and to let administration know if they need help. Student and staff emergency information is kept readily available in the school office in case of emergency. The site secretary notifies the local law enforcement officials, the pre-school (located on school property), and the neighboring high school when JJH has a practice drill or other real emergency. Local Colusa County Sheriff's officers are called for school fights and other site situations such as drugs or weapons on campus. Mental health workers and the site psychologist are available for emergency counseling with students. The site administrator monitors during lunch recess to help support staff and students. JJH houses 17 strategically placed cameras throughout the campus to help deter vandalism and to help identify participants in any inappropriate behaviors or any person of suspicion on campus without permission. There are plans to add 2 additional cameras in the gym/cafeteria as well. JJH has a guidance counselor that is on site two days per week. Students that need counseling services now have the opportunity for a weekly meeting with our counselor. The plan was approved at the November 17, 2016 School Board Meeting. The district discipline matrix is being looked at in committee to ensure it is equitable and meets the most recent requirements of education code and the interest of the district students and staff.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	16	10		20	15	8		16	8	7	
Mathematics	21	7	5		21	8	4		21	5	7	0
Science	21	6	4		22	5	4		23	4	6	0
Social Science	20	7	4		20	10	3		22	6	4	0

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	40%	N/A
Library Media Teacher (Librarian)	25%	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	50%	N/A
Social Worker	0	N/A
Nurse	25%	N/A
Speech/Language/Hearing Specialist	50%	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,263.98	1,596.30	4,667.68	62,624
District	N/A	N/A	7,212.82	\$64,860
Percent Difference: School Site and District	N/A	N/A	-35.3	0.7
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-22.3	4.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Students at JJH are offered academic assistance, recreational activities, and time to work on their homework through the ASES grant. Summer School has been offered yearly for those students who need assistance to reach grade level proficiency. The district lead teacher for ELD supports CELDT testing services and other EL tracking needs and is paid through Title III. The district literacy coach provides support for all teachers teaching academic core classes and ELD and is funded through Title I funding.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,471	\$40,430
Mid-Range Teacher Salary	\$62,154	\$58,909
Highest Teacher Salary	\$83,195	\$77,358
Average Principal Salary (Elementary)	\$85,745	\$94,634
Average Principal Salary (Middle)	\$117,724	\$97,839
Average Principal Salary (High)	\$125,831	\$100,453
Superintendent Salary	\$141,726	\$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Site administrator meets regularly with staff to assess school programs. The site administrator works diligently with students, their parents, and the staff to monitor student progress and address concerns. Early release Wednesdays allow teachers and site administration to work in grade level or content level groups to focus on specific needs of students. Three staff buy-back days are used to help keep educators abreast of changes in curriculum standards, current text adoptions, instructional materials, assessments, and common core implementation in order to meet the diverse needs of our student population. Early release Wednesdays also include basic staff development in EDI instructional strategies, the modeling of those, and how to better serve our students through our instruction. Teachers participated in ten after school sessions on Common Core implementation in ELA and Math by several trainers from SCOE. Teachers are also invited to attend trainings and conferences throughout the school year and to share the information from those trainings with the staff. On site and other district staff also help train other staff members in the use of Illuminate, computer technology, Reading Counts, etc. Classified staff are encouraged to attend regular district offered trainings in CPR and required site meetings to discuss expectations for serving students needs. The site secretary attends AERIES trainings, as well as others offered by various agencies that will train her in better management of student data and other related issues. Colusa County Office of Education also offers staff development for our Special Education teachers, para educators, and school psychologist. All teaching staff has had instruction in implementing Common Core Standards in their content area . Staff regularly uses the early release Wednesdays for analysis and reflection of student work and analyses assessment data to guide further staff development needs .

Pierce High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pierce High School
Street	960 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-2277
Principal	Mrs. Nicole Newman
E-mail Address	nnewman@pierce.k12.ca.us
Web Site	http://pierce.phs.schooldesk.net/
CDS Code	06616140635250

District Contact Information	
District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Mrs. Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

PHS Mission Statement

Pierce High School is committed to developing academically proficient students prepared for entrance to careers, colleges and universities. Academic and co-curricular experiences are provided that develop socially and academically successful students.

PHS Vision Statement

Pierce High School strives to develop intrinsically motivated learners who take ownership of their learning to become responsible, innovative global citizens.

PHS Schoolwide Learner Outcomes (SLOs)

(CARE) "BEARS"

Critical Thinkers Who:

- Successfully acquire, analyze, organize, and apply information.
- Develop and express creative ideas and solutions
- Examine moral, ethical, and cultural issues from multiple perspectives.
- Integrate and synthesize information across disciplines.
- Demonstrate growth in higher level thinking skills.

Accomplished Lifelong Learners Who:

- Commit to high academic and personal standards.
- Understand the importance of new experiences and continual education.
- Work well collaboratively in culturally and organizationally diverse settings.

Responsible Citizens Who:

- Understand and appreciate their roles and responsibilities in a global society.
- Acknowledge and are accountable for their actions and choices.
- Demonstrate respect, trustworthiness, responsibility, fairness, caring, and citizenship.
- Recognize the impact of human activities on the environment, and their role in its protection.
- Understand the choices necessary to develop a healthy lifestyle.

Effective Communicators Who:

- Listen and communicate well in written, verbal, and nonverbal modes.
- Understand and use technology in communication.
- Show respect for diverse perspectives.
- Research, create, and evaluate in written, verbal, and nonverbal modes.
- Use communication skills to resolve conflicts through positive alternatives.

Pierce High School was established in 1897 and the current site opened in 1937. The school sits on a 35 acre campus that includes a 10 acre outdoor agricultural laboratory, with a 9000 square foot agricultural mechanics/farm fabrication building, computer lab, modernized science classrooms and labs, a 700 seat auditorium, two gymnasiums, a College, Career, & Counseling Center (Quad C), and 21 classrooms.

Major renovations were done during the 2007-08 school year revitalizing the campus, improving technology, and brought new updated classrooms throughout the school including science labs, classrooms for vocational programs, core classrooms, and classroom buildings that house the agricultural programs and labs.

The renovations have continued as our school has grown in population. In 2010, there was a complete HVAC replacement at PHS as well as an energy management system. In 2012, the baseball stadium was renovated, Room 4 in the main building was converted to an Art room, Room 12 was renovated for a Culinary Arts Program, and there was a new roof put on the main building at PHS. In 2013, there was renovation done on the stadium seating and the addition of an elevated walkway at PHS Lemaster Stadium as well as renovations done to the softball stadium. In 2014, PJUSD purchased two relocatable classrooms at PHS (P-7 and P-8), there was a need for an additional bus, addition of an intervention/afternoon bus route district wide, and a new scoreboard was installed in the PHS south gym. In 2015, there was a total renovation and repainting of the PHS Auditorium as well as curtains installed to manage lighting in the auditorium, replacement and expansion of the Information Technology Building, an outdoor dining area/shade structure was installed, benches were built at the south end of the Science Building (Eagle Scout project), motorization of the bleachers in the PHS South Gym, recarpeting of seven classrooms, computer lab, and library, an additional FTE in the maintenance department to meet the needs of the growing campuses, increased custodial at all sites, and new wall pads in the South Gym at PHS. In 2016, Room 8 went from being the Counseling Center to the Vice Principal and Attendance Office. Also in 2016 the PHS Library was converted to the College, Career, & Counseling Center (Quad C).

School personnel, students, and parents are continually considering ways to improve the total school program. Our goal is to maximize learning for all students in ways that meet their academic, career, personal, and social needs. A core academic program is required of all students and a variety of electives are offered. PHS provides supported study programs to meet the needs of our ELD and SPED student population as well as learners that are struggling, but not an ELD or SPED student. In addition to rigorous academic coursework that allows students to meet college and university entrance requirements, PHS also offers numerous Career and Technical Education programs that provide knowledge and skills for post-secondary career opportunities. PHS is proud to offer Career Pathway programs that can lead to certification or further education in the areas of Agriculture and Natural Resources, Building and Construction, Finance and Business, Information Technology, and Manufacturing and Product Development.

There is a memorandum of understanding between PHS and local community colleges that allows our students to enroll concurrently (dual enrollment) in college classes. We offer school-to-career pathways, ROP classes (Regional Occupational Programs), and Advanced Placement courses that can be completed for college credit. Several of our programs have articulated with Yuba and/or Woodland Community College and count for college credit and/or meet A-G requirements.

PHS students who elect to enter four-year universities do well, although a significant number of our students elect to begin their college careers at the local community colleges. We have a number of students who attend major universities such as USC, Stanford, UCLA, UC Berkeley, UC Davis, Duke, and University of Nevada, Reno. Many more attend nearby Chico State and Sacramento State Universities.

PHS has also worked to meet the needs of a changing society. Technology continues to be incorporated into the curriculum and instruction, social and academic support has been provided to students and families, and the community continues to be educated about the Common Core State Standards.

PJUSD/PHS has focused on standardizing technology equipment in the classroom with a teacher computer and all classrooms have a chromebook station. Document cameras have also been purchased for each classroom.

Our district has focused on bringing up our network backbone (such as the switches) to gigabit speed and Internet speed to 1 Gigabyte. This speed was set as the goal to support wireless networking with one-to-one devices for students. Two years ago we implemented wireless networking at the PHS.

During the 2014-2015 school year the district started the first round of one-to-one wireless devices for students. Students are using Chromebooks in combination with our district Google Apps for Education setup. This includes student email and teachers and students are also using Google Classroom. We have upgraded all the LCD projectors in the classroom so they can support Apple TVs and Ipad. The goal is to provide teachers with all of these devices. Also, network wiring has been added and upgraded to support future devices such as additional wireless access points.

At PHS we have wireless printing, creating the ability for students to project their work from their device on a LCD projector, setup of single sign-on/LMS and electronic student registration.

In addition to academic enrichment, PHS offers a myriad of extracurricular opportunities for students. Over 85% of our students are involved in co- or extracurricular activities including seasonal sports teams, FFA, Associated Student Body, Concert Band, Drama, Yearbook, Choir, FBLA, and a wide selection of clubs which engage the interests of our students. In recent years, the high school has won numerous Sacramento Valley League Championships. The football, volleyball, soccer, basketball as well as baseball and track teams have participated in the Northern Section Championship Playoffs. For the 2015-2016 school year, every Varsity team has made the Northern Section (CIF) Championship Playoffs.

Parents are encouraged to participate in school life by involving themselves in the Pierce Pride Foundation, PHS alumni, advisory committees, as well as the School Site Council and PIQE (Parent Institute for Quality Education). Back-to-School night and Open House is well attended by over 60% of our parents. Many parents obtain daily attendance and academic information via our web-based Parent-Portal system. Facebook and the PHS webpage are used to keep parents, students, and the community up-to-date with what is happening on campus. A daily bulletin is announced each morning in 1st period and it is posted on the school Web site and emailed which provides regular updated communication to parents, students, and the community.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	109
Grade 10	110
Grade 11	110
Grade 12	113
Total Enrollment	442

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0.2
Hispanic or Latino	71.9
Native Hawaiian or Pacific Islander	0.2
White	24.2
Two or More Races	0.5
Socioeconomically Disadvantaged	68.3
English Learners	13.8
Students with Disabilities	10.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	20	31	79
Without Full Credential	0	2	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.7	2.3
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync By ConnectEd-McGraw-Hill	Yes	0%
Mathematics	Integrated Mathematics I, II & III, Houghton Mifflin 2014 Pre Calculus & Calculus, Pearson Prentice Hall 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology, Holt 2007 Integrated Science, Prentice Hall 2006 Chemistry, Houghton Mifflin 2000 Physics, Prentice Hall 2006 Agriscience: Fundamentals & Applications, Delmar Thomson Learning 2004 The Science of Agriculture: A Biological Approach, Delmar Thomson Learning 2004 Exploring Animal Science, Delmar Cengage Learning 2012	Yes	0%
History-Social Science	Geography, Prentice Hall 2006 World History, Glencoe 2006 US History, Glencoe 2006 American Government, Prentice Hall 2006	Yes	0%
Foreign Language	AP Spanish: Temas: AP Spanish Language and Culture, Vista Higher Learning, 2014 Abriendo puertas: Lenguaje, McDougal Littell, 2007 Abriendo puertas: Literatura Tomo 1, McDougal Littell, 2007 Abriendo puertas: Literatura Tomo 2, McDougal Littell, 2007 Spanish 3: Buen Viaje!, McGraw Hill - Glencoe, 2008 Spanish 2: Descubre 2, Vista Higher Learning, 2014 Spanish 1: Descubre 3, Vista Higher Learning, 2014	Yes	0%
Health	Holt Health, 2005	Yes	0%
Visual and Performing Arts	The Visual Experience, Davis 2005 Basic Drama Projects, Perfection Learning 2003 The Art of Floral Design, Delmar Thomson Learning 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	New microscope, slides and chemicals purchased 2011. Consumable lab materials purchased annually.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Pierce High School grounds and buildings are very well maintained. Repair issues are addressed quickly, all systems are in good operating order, and vandalism is nonevident. The grounds are very well kept - lawns mowed, bushes trimmed, all areas planted, and irrigated appropriately. Restrooms are cleaned multiple times per day. All staff have access to a work order system so they can enter facility repair issues as soon as they become aware that there is a need for a repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/30/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/30/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	46	41	38	39	44	48
Mathematics	22	15	33	30	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	110	106	96.4	40.6
Male	11	62	60	96.8	31.7
Female	11	48	46	95.8	52.2
Hispanic or Latino	11	80	76	95.0	34.2
White	11	27	27	100.0	55.6
Socioeconomically Disadvantaged	11	76	74	97.4	32.4
English Learners	11	15	14	93.3	
Students with Disabilities	11	13	11	84.6	9.1

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	110	106	96.4	15.1
Male	11	62	60	96.8	13.3
Female	11	48	46	95.8	17.4
Hispanic or Latino	11	80	76	95.0	9.2
White	11	27	27	100.0	33.3
Socioeconomically Disadvantaged	11	76	74	97.4	9.5
English Learners	11	15	14	93.3	
Students with Disabilities	11	13	11	84.6	9.1

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	30	32	50	35	38	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	112	110	98.2	31.8
Male	64	63	98.4	34.9
Female	48	47	97.9	27.7
Hispanic or Latino	80	78	97.5	21.8
White	27	27	100.0	63.0
Socioeconomically Disadvantaged	77	76	98.7	23.7
English Learners	13	12	92.3	
Students with Disabilities	12	12	100.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

PHS is dedicated to providing an integrated curriculum that allows our students who are interested in one of our pathways to make a choice when they graduate.

"I can choose whether or not I want to begin my career or go in the military?"

"I can choose whether or not I want to go to a university or a junior college?"

"I can choose both!"

PHS is proud to offer Career Pathway programs that can lead to certification or further education in the Industry Sectors of Agriculture and Natural Resources, Building and Construction, Finance and Business, Information Technology, Hospitality and Tourism, and Manufacturing and Product Development.

PHS is accomplishing this by adding to and enhancing our current career pathways to engage students by improving their ability to achieve their dreams. The programs we offer provide knowledge and skills for post-secondary career opportunities.

As part of the pathway program, in a perfect world students select a field of study and continue in that field throughout their time in high school. However, PHS is a small school and sometimes scheduling makes this impossible for all students. Counseling on an individual's pathway, as well as additional pathways, is done through recruitment during course registration, advisory periods with their academic adviser, and parent conferences, and planning with our College and Career Technician.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	385
% of pupils completing a CTE program and earning a high school diploma	23
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	83

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	31.51

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.7	23.4	41.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents can get involved in a variety of ways. All parents are encouraged to maintain communication about their student's progress by directly communicating with staff through email and voicemail. Information about activities is distributed regularly through the school website and Facebook as well as by our automated calling system. There are opportunities for participation on School Site Council, ELAC, Pierce Pride Foundation, and chaperoning and volunteering at numerous student activities. The district office maintains a list of adults who have provided the necessary information, including fingerprint clearance, to help with chaperoning and/or transporting students for school events, and all parents are encouraged to do so. Pierce High School offers meetings ("Paw Talk") that allow parents to have a round table forum with the principal as well as workshops to navigate parents through their child's high school experience.

Pierce High School conducts 2 weeks of parent teacher conferences (1 in the fall and 1 in the spring) to have one on one meetings to discuss the progress of each student. Conferences are conducted by the student's advisory teacher.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	3.60	5.10	0.00	4.30	7.00	1.20	11.40	11.50	10.70
Graduation Rate	96.39	94.87	100.00	94.62	93.02	98.84	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	96.25	96.55	85.66
Black or African American	0	0	76.88
American Indian or Alaska Native	0	0	74.87
Asian	0	0	92.78
Filipino	0	0	96.8
Hispanic or Latino	83.61	85.07	84.49
Native Hawaiian/Pacific Islander	100	100	84.88
White	127.78	126.32	87.23
Two or More Races	0	0	91.36
Socioeconomically Disadvantaged	225	250	68.38
English Learners	66.67	50	50.9
Students with Disabilities	60.38	55	76.61
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.15	7.48		6.24	4.45		4.36	3.80	
Expulsions	0.25	0.23		0.07	0.13		0.10	0.09	

School Safety Plan (School Year 2016-17)

Pierce High School's Comprehensive School Safety Plan was updated and accepted by the Site Council on October 19, 2016 and approved by the Pierce Joint Unified School District Governing Board on December 8, 2016. Pierce High School has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment. Prior to the beginning of the academic school year, a Student Handbook is available to each family of students who attend Pierce High School. This handbook contains important information regarding the attendance policies, student activities, school resource information, expected student behaviors, and emergency preparedness procedures. The Student Handbook is also available in Spanish for our Spanish speaking families. Students and families can download the student handbook from the school's website.

Pierce High School is staffed with two administrators, two counselors (1-full time Guidance Counselor and 1-full time (but part time to Pierce High School) Behavioral Counselor,), a College and Career Technician, a school resource officer, a part time district school nurse, and an attendance clerk; they all assist in student safety, wellness, and campus security. The School Resource Officer helps promote a safe environment by assisting with campus security, being a resource to the students, and building positive relationships with the Pierce High School community.

Pierce High School is a closed campus. All visitors must sign in at the Main Office. Surveillance cameras have been installed on the campus grounds as well as in the Quad C, school building, and gym. There are plans for more cameras to be installed during the summer of 2017. Pierce High School conducts emergency preparedness drills as defined in Ed. Code, which includes earthquake, fire, and secure the building/lock down-intruder drills.

Training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as Colusa County Sheriff Department and the Arbuckle Fire Department. Training for staff on Injury and Illness Prevention is provided by Keenan.

The district office has an app that is available on both iPhone and Android devices as well as the automated dialer system that will send push notifications and alert parents in emergency situations. Also, there is a brochure that contains information regarding what to do in the event of an emergency that has been given to every parent during parent teacher conferences and is available in the high school office.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	12	10		21	10	12		18	15	10	
Mathematics	19	14	5		15	5			23	5	11	
Science	24	2	10		22	4	7		21	6	5	
Social Science	26	3	11	1	27		14		25	4	11	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.96	405
Counselor (Social/Behavioral or Career Development)	0.08	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.37	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6,778.34	711.76	6,066.58	65,117
District	N/A	N/A	7,212.82	\$64,860
Percent Difference: School Site and District	N/A	N/A	-15.9	-0.9
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	4.2	2.8

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

Intervention and supplemental services are provided both during and after the school day. 4 class periods of additional support for students still working toward English proficiency are included in the master schedule. Academic Support classes are offered to struggling students. There are 5 sections offered at Pierce High School. After school intervention and tutorial is offered in all academic areas by each teacher 1-3 times per week.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,471	\$40,430
Mid-Range Teacher Salary	\$62,154	\$58,909
Highest Teacher Salary	\$83,195	\$77,358
Average Principal Salary (Elementary)	\$85,745	\$94,634
Average Principal Salary (Middle)	\$117,724	\$97,839
Average Principal Salary (High)	\$125,831	\$100,453
Superintendent Salary	\$141,726	\$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science		N/A
All courses	3	3.5

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Three full days per year are utilized for teacher training/staff development. In addition every Wednesday students are released at 2:10 pm to allow time for teaching staff to collaborate in departments and as a whole group from 2:20 - 4:00 pm.

Teachers are supported individually through goal setting based on student achievement data and progress conferences with the principal, and formal and informal classroom observation feedback from site administrators and external consultants. In groups, teachers participate in collaboration as well as training led by site personnel and external consultants.

Arbuckle Alternative High (Continuation)

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Arbuckle Alternative High (Continuation)
Street	966 Wildwood Rd.
City, State, Zip	Arbuckle, CA 95912-9714
Phone Number	(530) 476-2277
Principal	Mrs. Nicole Newman
E-mail Address	nnewman@pierce.k12.ca.us
Web Site	http://pierce.aahs.schooldesk.net/
CDS Code	06616140630087

District Contact Information	
District Name	Pierce Joint Unified School District
Phone Number	(530) 476-2892
Superintendent	Mrs. Carol Geyer
E-mail Address	cgeyer@pierce.k12.ca.us
Web Site	www.pierce.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Arbuckle Alternative High School is located adjacent to the Pierce High School campus and is the only alternative secondary program in the Pierce Joint Unified School District. Enrollment reported through 1/11/16 is 15 students. There are 12 males and 3 females.

Arbuckle Alternative High School Vision Statement:

Arbuckle Alternative High School strives to develop intrinsically motivated learners who take ownership of their learning to become responsible, innovative global citizens.

Arbuckle Alternative High School Mission Statement

Arbuckle Alternative High School is committed to preparing academically proficient students for entrance and success in colleges, universities, and their chosen career. We provide academic and co-curricular experiences that develop socially and academically successful students.

Arbuckle Alternative High School serves students 16 - 18 years old that are credit deficient and/or require a more flexible path toward meeting graduation requirements. The administration is shared with PHS and the teacher participates with PHS staff in all staff and professional development activities.

Parents, students and other community members play a vital role as partners in the educational process. Pierce Joint Unified School District enjoys strong community involvement which contributes significantly to the success of its programs and its position as a focal point of the community.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	2
Grade 11	6
Grade 12	9
Total Enrollment	17

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	82.4
Native Hawaiian or Pacific Islander	0
White	17.6
Two or More Races	0
Socioeconomically Disadvantaged	82.4
English Learners	29.4
Students with Disabilities	11.8
Foster Youth	11.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	1	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature & Language Arts, 2011 Literature and Composition: Reading, Writing, Thinking, Bedford/St. Martins 2011	Yes	0%
Mathematics	AGS Publishing Algebra, 2004	Yes	0%
Science	AGS Publishing General Science, 2004	Yes	0%
History-Social Science	Geography, Prentice Hall 2006 World History, Glencoe 2006 US History, Glencoe 2006 American Government, Prentice Hall 2006	Yes	0%
Foreign Language			0%
Health	Holt Health, 2005	Yes	0%
Visual and Performing Arts	The Visual Experience, Davis 2005	Yes	0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The classroom, building and grounds of AAHS are clean and well maintained. The classroom and restroom are cleaned on a daily basis. There is a work ticket online system where staff can enter work orders to be completed when there is need of repair.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/30/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 6/30/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 6/30/16				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	--	--	38	39	44	48
Mathematics	--	--	33	30	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)			--			38			54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students				

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)



Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	14.29
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

All parents are encouraged to maintain communication about their student's progress by directly communicating with staff through email and voicemail. There are opportunities for participation on School Site Council and ELAC. Printed information is provided annually to parents on the function and opportunities to participate in these groups. Meeting times and minutes are also posted publicly.

Pierce High School/Arbuckle Alternative High School offer informational and open forum meetings ("Paw Talk") that allow parents to have a round table forum with the principal as well as a workshops to navigate parents through their child's high school experience.

Arbuckle Alternative High School conducts 2 weeks of parent teacher conferences (1 in the fall and 1 in the spring) to have one on one meetings to discuss the progress of each student. Conferences are conducted by the classroom teacher.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.30	7.00	1.20	4.30	7.00	1.20	11.40	11.50	10.70
Graduation Rate	94.62	93.02	98.84	94.62	93.02	98.84	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	96.55	85.66
Black or African American	0	0	76.88
American Indian or Alaska Native	0	0	74.87
Asian	0	0	92.78
Filipino	0	0	96.8
Hispanic or Latino	100	85.07	84.49
Native Hawaiian/Pacific Islander	0	100	84.88
White	100	126.32	87.23
Two or More Races	0	0	91.36
Socioeconomically Disadvantaged	0	250	68.38
English Learners	0	50	50.9
Students with Disabilities	14.29	55	76.61
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	16.67	27.78		6.24	4.45		4.36	3.80	
Expulsions	0.00	0.00		0.07	0.13		0.10	0.09	

School Safety Plan (School Year 2016-17)

Arbuckle Alternative High School's comprehensive school safety plan was updated and accepted by the Site Council on October 19, 2016 and approved by the Pierce Joint Unified School District Governing Board on December 8, 2016. Arbuckle Alternative High School has a comprehensive Safe School Plan that addresses the school's climate and the school's physical environment.

Arbuckle Alternative High School has access to the same support staff as Pierce High School: two administrators, two counselors (1-full time Guidance Counselor and 1-full time (but part time to Pierce High School) Behavioral Counselor), a school resource officer, a part time district school nurse, and an attendance clerk; they all assist in student safety, wellness, and campus security. The School Resource Officer helps promote a safe environment by assisting with campus security, being a resource to the students, and building positive relationships with the Pierce High School community.

Arbuckle Alternative High School is a closed campus. All visitors must sign in at the Main Office. Surveillance cameras have been installed on the campus grounds as well as in the school building and gym. Cameras were installed during the summer of 2016. Arbuckle Alternative High School conducts emergency preparedness drills as defined in Ed. Code, which includes earthquake, fire, and secure the building/lock down-intruder drills at the same time as Pierce High School.

Training for all staff and faculty is provided throughout the year, and includes collaboration with the community such as Keenan (Online Injury & Illness Prevention), Colusa County Sheriff Department and the Arbuckle Fire Department.

The district office has an app that is available on both iPhone and Android devices as well as the automated dialer system that will send push notifications and alert parents in emergency situations. Also, there is a brochure that contains information regarding what to do in the event of an emergency that has been given to every parent during parent teacher conferences and is available in the high school office.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	4	8			9	4			9	4		
Mathematics	5	6			6	2			6	2		
Science	13	1			4	4			4	4		
Social Science	3	9			4	8			4	8		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.04	405
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$14,730.12	\$337.11	\$14,393.01	\$72,702
District	N/A	N/A	\$7,212.82	\$64,860
Percent Difference: School Site and District	N/A	N/A	99.5	7.5
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	181.9	11.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

The school is staffed with one full-time teacher for 15-18 students. The teacher provides significant small group and one-on-one support to address student needs. The majority of the academic program is tailored to fit the student's individual needs to support progress toward graduation. Whole group instruction is also designed specifically for the clientele and their respective progress toward proficiency of required standards.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,471	\$40,430
Mid-Range Teacher Salary	\$62,154	\$58,909
Highest Teacher Salary	\$83,195	\$77,358
Average Principal Salary (Elementary)	\$85,745	\$94,634
Average Principal Salary (Middle)	\$117,724	\$97,839
Average Principal Salary (High)	\$125,831	\$100,453
Superintendent Salary	\$141,726	\$123,728
Percent of Budget for Teacher Salaries	38%	32%
Percent of Budget for Administrative Salaries	7%	6%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Three full days and every Wednesday afternoon 2:20 - 4:00 are dedicated to professional development activities for the teaching staff. The teacher at AAHS participates in all staff development activities with the PHS staff.

Pierce Joint Unified School District
2017/18 SCHOOL ATTENDANCE CALENDAR - DRAFT

AUG					4		AUG 4 NEW TEACHER ORIENTATION
AUG	#7	#8	#9	10	11		AUG 7 BACK TO SCHOOL BREAKFAST/STAFF DEVELOPMENT DAY
AUG	14	15	16	17	18		AUG 8-9 STAFF DEVELOPMENT DAY/TEACHER WORK DAY
AUG	21	22	23	24	25		AUG 10 FIRST DAY OF SCHOOL ATTENDANCE
AUG/SEP	1st	28	29	30	31	1	17
SEP	[4]	5	6	7	8		SEP 4 LABOR DAY
SEP		11	12	13	14	15	
SEP		18	19	20	21	22	
SEP	2nd	25	26	27	28	29	19
OCT		2	3	4	5	6	
OCT		<9>	10	11	12	13	
OCT		16	17	18	19	20	
OCT	3rd	23	24	25	26	27	19
OCT/NOV		30	31	1	2	3	
NOV		6	7	8	9	[10]	
NOV		*13	*14	*15	*16	*17	
NOV	4th	<20>	<21>	[22]	[23]	[24]	14
NOV/DEC		27	28	29	30	1	
DEC		4	5	6	7	8	
DEC		11	12	13	14	*15	
JAN	5th	8	9	10	11	12	20
JAN		[15]	16	17	18	19	
JAN		22	23	24	25	26	
JAN/FEB		29	30	31	1	2	
FEB	6th	5	6	7	8	9	19
FEB		12	13	14	15	16	
FEB		[19]	20	21	22	23	
FEB/MAR		26	27	28	1	2	
MAR	7th	5	6	7	8	9	19
MAR		12	13	14	15	<16>	
MAR		19	20	21	22	23	
MAR		*26	*27	*28	*29	*30	
APR	8th	<2>	<3>	<4>	<5>	<6>	14
APR		9	10	11	12	13	
APR		16	17	18	19	20	
APR		23	24	25	26	27	
MAY	9th	30	1	2	3	4	20
MAY		7	8	9	10	11	
MAY		14	15	16	17	18	
MAY		21	22	23	24	25	
MAY/JUN	10th	[28]	29	30	*31	*1	19

* = MINIMUM DAY
 <=>=LOCAL HOLIDAY
 [] = LEGAL HOLIDAY
 # =NON INSTRUCTIONAL DAY

180 STUDENT ATTENDANCE DAYS
 1 TEACHER WORK DAY
 6 STAFF DEVELOPMENT DAYS
 187 TOTAL DAYS OF SERVICE

GRADUATION:
 ALTERNATIVE HIGH SCHOOL: May 30, 2018
 JOHNSON JUNIOR HIGH: May 31, 2018
 PIERCE HIGH SCHOOL: June 1, 2018

Staff Development/Work Day Schedule

3 days August 7-9: (one day is a work day) ALL SITES
 4 days Embedded on Wednesdays (4:30 p.m.): AES, GI, PHS
 1 day October 9: JJH
 1 day March 16: JJH
 2 days Embedded on Wednesdays (4:00 p.m.): JJH

SCHOOL START/END

First Day of School:
August 10, 2017
Last Day of School:
June 1, 2018



IMPORTANT DATES

- HOLIDAYS:**
Labor Day
September 4, 2017
Columbus Day
October 9, 2017
Veteran's Day
November 10, 2017
Thanksgiving Break
November 20 - 24, 2017
Winter Break
December 18, 2017 - January 5, 2018
Martin Luther King Day
January 15, 2018
President's Day
February 19, 2018
Local Holiday
March 16, 2018
Spring Break
April 2 - 6, 2018
Memorial Day
May 28, 2018
PARENT CONFERENCES:
 November 13 - 17, 2017 Minimum Days
 March 26-30, 2018 Minimum Days

Pierce Joint Unified School District 2017/18 Student Calendar - DRAFT

JULY 2017

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2017

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2017

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 2017

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2017

M	T	W	T	F
	1	2	3	
6	7	8	9	10
*13	*14	*15	*16	*17
20	21	22	23	24
27	28	29	30	

December 2017

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2018

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February 2018

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March 2018

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
*26	*27	*28	*29	*30

April 2018

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May 2018

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	*31	

June 2018

M	T	W	T	F
				(*1)
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

LEGEND:

- Non School Day
- * Minimum Day - All Sites
- End of Semester JH/PHS

GRADUATION:

Arbuckle Alternative School: May 30, 2018
 Johnson Junior High School: May 31, 2018
 Pierce High School: June 2, 2017

PIERCE JOINT UNIFIED SCHOOL DISTRICT
Arbuckle, California

RESOLUTION #16/17-13

AUTHORIZATION TO INCREASE THE DISRICT REVOLVING ACCOUNT

WHEREAS, there is a need to increase the Pierce Joint Unified School District revolving account from \$10,000 to \$20,000; this account is used for disbursements which cannot be accommodated with the regular disbursement schedule.

NOW THEREFORE, BE IT RESOLVED, that the Governing Board hereby authorizes the Pierce Joint Unified School District to increase the revolving account from \$10,000 to \$20,000.

PASSED AND ADOPTED on January 19, 2016 at the Regular meeting of the Board by the following vote:

Ayes:

Noes:

Absent:

I HEREBY CERTIFY that the foregoing resolution was duly introduced, passed and adopted at a regularly called and conducted meeting held on said date.

President/Clerk of the Governing Board
Pierce Joint Unified School District

PIERCE JOINT UNIFIED SCHOOL DISTRICT

2016/17 BUDGET REVISION

January 19, 2017

RESOLUTION #16/17-14

General Fund

2016-17 Beginning Balance	\$7,081,749
Estimated Income	<u>16,073,895</u>
Total Income + Beg. Balance	23,155,644

REVENUES:

Resource # and Description

0000 0000 Unrestricted
Increase Mandated Block Grant

0600 Discretionary Funds
3010 Title I
4126 Title VI-Rural & Low Income
9027 ROP-Prop 20

<i>Current Budget</i>	<i>Revenue Revision</i>	<i>Revised Budget</i>
7,904,023	2,126	7,906,149
2,126		
82,126		
308,624	795	309,419
313,821	4,030	317,851
0	32,096	32,096
0	6,300	6,300

Revenue Revision	45,347
Revised Revenue	<u>16,119,242</u>
Revised Revenue + Beg. Balance	<u>23,200,991</u>

EXPENDITURES

Resource # and Description

0000 Unrestricted
0600 Discretionary Funds
3010 Title I
4126 Title VI-Rural & Low Income
9027 ROP-Prop 20

<i>Current</i>	<i>Expenditure Revision</i>	<i>Revised Expenditures</i>
8,227,923	2,126	8,230,049
308,624	795	309,419
313,821	4,030	317,851
0	32,096	32,096
0	6,300	6,300

Expenditure Revision	45,347
Total Current Expenditures	<u>17,565,948</u>
Revised Expenditure Budget	<u>17,611,295</u>

2016-17 Beginning Balance	\$7,081,749
+Total Revised Revenue	16,119,242
Less Revised Expenditure Budget	<u>(17,611,295)</u>
Estimated Ending Fund Balance	<u>\$5,589,696</u>

PASSED AND ADOPTED this 19th day of January 2017 at a meeting of the Board of Trustees of Pierce Joint Unified School District.

AYES:
NOES:
ABSENT:

Carol Geyer, Superintendent

Date

PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #16/17 – 15:

**CERTIFYING TO THE BOARDS OF SUPERVISORS
OF YOLO COUNTY AND COLUSA COUNTY
ALL PROCEEDINGS IN THE NOVEMBER 8, 2016
GENERAL OBLIGATION BOND ELECTION**

WHEREAS, the Board of Trustees of the Pierce Joint Unified School District (the "District") of Yolo County and Colusa Counties (each a "County"), State of California, previously adopted a Resolution (the "Resolution") ordering an election for general obligation bonds (the "Bond Election") to be held on November 8, 2016; and

WHEREAS, the Resolution was duly delivered to the Registrar of Voters for each County; and

WHEREAS, the Resolution was duly delivered to the Clerk of the Board of Supervisors of each County; and

WHEREAS, notice of the Bond Election was duly given; and

WHEREAS, on November 8, 2016, the Bond Election was duly held and conducted for the purpose of voting on the proposition of issuing bonds of the District in the amount of \$15 million, known as Measure B (the "Bond Measure"); and

WHEREAS, the Board of Trustees of the District has received the Canvass and Statement of results of the election from each County ("Certificate of Election Results"); and

WHEREAS, it appears from the Certificate of Election Results that more than 55% of the votes cast on the proposition were in favor of issuing the aforementioned bonds.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE PIERCE JOINT UNIFIED SCHOOL DISTRICT DOES HEREBY FIND, DETERMINE AND CERTIFY AS FOLLOWS:

Section 1. Entry Upon Minutes. That entry be made upon the minutes of this meeting that the Bond Measure has been approved by more than 55% of the votes cast at the Bond Election.

Section 2. Certification to County Board. That it is hereby certified to the Board of Supervisors of Yolo County and the Board of Supervisors of Colusa County that all proceedings of the District in connection with the November 8, 2016 Bond Election have been accomplished according to law.

Section 3. Delivery of This Resolution. That the Clerk of the Board is hereby requested to deliver a copy of this Resolution to the Superintendent of Schools of each County with a request that, pursuant to Education Code Section 15274, the County Superintendents deliver a copy of this Resolution and Certificate of Election Results attached hereto as Exhibit A to the Clerk of the Board Supervisors of each County.

Section 4. Effective Date. This resolution shall take effect on and after its adoption.

PASSED AND ADOPTED on this 19th day of January, 2017, by the following vote:

AYES:

NOES:

ABSENT:

President of the Board of Trustees
Pierce Joint Unified School District
Yolo County and Colusa County, California

Attest:

Secretary of the Board
Pierce Joint Unified School District
Yolo County and Colusa County, California

EXHIBIT A

COUNTY CERTIFICATION OF ELECTION RESULTS

**COUNTY OF COLUSA
CERTIFICATE OF ELECTION RESULTS**

General Election
November 8, 2016

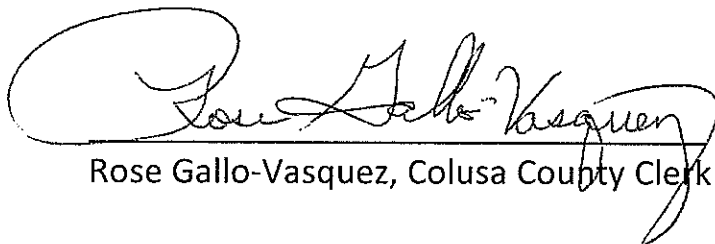
STATE OF CALIFORNIA
COUNTY OF COLUSA

PIERCE JOINT UNIFIED SCHOOL DISTRICT

I, Rose Gallo-Vasquez, County Clerk of the County of Colusa, do hereby certify that pursuant to the provisions of Section 15301 and 15302 of the Elections Code, I did canvass the returns of the votes cast in the General Election held in the County of Colusa on November 8, 2016.

I certify that I have verified the results of said canvass, and that the total number of votes cast for Measure B, shown in detail on the following pages are true and correct.

In witness whereof, I have hereunto set my hand and seal this 28th day of November, 2016.


Rose Gallo-Vasquez, Colusa County Clerk



WITH 4 OF 4 PRECINCTS REPORTING

01 = BALLOTS CAST

VOTES PERCENT

1,651

MEASURE B - PIERCE JOINT USD

VOTE FOR 1

02 = BONDS - YES

03 = BONDS - NO

04 = OVER VOTES

05 = UNDER VOTES

VOTES PERCENT

1,097 69.21

488 30.79

1

65

01 02 03 04 05

	01	02	03	04	05
0001 105 Arbuckle-College A 1	710	477	199	1	33
0002 106 Arbuckle B 1	782	510	245	0	27
0004 203 Grimes Precinct MB 4 and 5	139	96	39	0	4
0007 301 Geneva Precinct 6 and 7	20	14	5	0	1

RUN DATE:11/28/16 04:14 PM

	TOTAL VOTES	%	ELECTION DAY	VOTE BY MAIL	ALL MAIL
MEASURE B - PIERCE JOINT USD					
VOTE FOR 1					
(WITH 4 OF 4 PRECINCTS COUNTED)					
BONDS - YES	1,097	69.21	402	599	96
BONDS - NO	488	30.79	172	277	39
Total	1,585		574	876	135
Over Votes	1		0	1	0
Under Votes	65		18	43	4

Yolo County, California
General Election
November 8, 2016

PIERCE JOINT UNIFIED SCHOOL DISTRICT
Measure B

Yes:	286	63.1%
No:	167	36.9%

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
CITIZENS' BOND OVERSIGHT COMMITTEE BYLAWS
FOR MEASURE B**

Adopted by the Board of Trustees of the District on January 19, 2017

Section 1. Committee Established. The Pierce Joint Unified School District (the "District") was successful at the election conducted on November 8, 2016 (the "Bond Election") in obtaining authorization from the District's voters to issue up to \$15 million aggregate principal amount of the District's general obligation bonds ("Measure B"). The election was conducted under Proposition 39, chaptered as the Strict Accountability in Local School Construction Bonds Act of 2000, at Section 15264 *et seq.* of the Education Code of the State ("Proposition 39"). Pursuant to Section 15278 of the Education Code, the District is now obligated to establish this Citizens' Bond Oversight Committee (the "Committee") in order to satisfy the accountability requirements of Proposition 39. The Board of Trustees of the Pierce Joint Unified School District (the "Board") hereby establishes the Committee, to be known as the "Citizens' Bond Oversight Committee for Measure B," which shall have the duties and rights set forth in these Bylaws.

Section 2. Purposes. The purposes of the Committee are set forth in Proposition 39, and these Bylaws are specifically made subject to the applicable provisions of Proposition 39 as to the duties and rights of the Committee. The Committee shall be deemed to be subject to the *Ralph M. Brown Public Meetings Act* of the State of California, Government Code Section 54950 *et seq.* (the "Brown Act"), and shall conduct its meetings in accordance with the provisions thereof. The District shall provide necessary administrative support to the Committee as shall be consistent with the Committee's purposes, as set forth in Proposition 39, but without expending bond funds on such support.

The proceeds of general obligation bonds issued pursuant to the authority of the Bond Election are hereinafter referred to as "bond proceeds." The Committee shall confine its review of District expenditures specifically to expenditures of bond proceeds generated under Measure B. Regular and deferred maintenance projects and all monies generated under other sources shall fall outside the scope of the Committee's review.

Section 3. Duties. To carry out its stated purposes, the Committee shall perform only the following duties:

3.1 Inform the Public. The Committee shall inform the public concerning the District's expenditure of bond proceeds. In fulfilling this duty, all official communications of the Committee to either the Board or the public shall come from the Chair acting on behalf of the Committee. The Chair shall only release information that reflects the consensus view of the Committee.

3.2 Review Expenditures. The Committee shall review expenditure reports produced by the District to ensure that (a) bond proceeds were expended only for the purposes set forth in Measure B; and (b) no bond proceeds have been used for teacher or administrative salaries or other operating expenses.

3.3 Annual Report. At least one time annually, commencing with the end of the first fiscal year in which any bond proceeds are expended, and continuing through the end of the

fiscal year in which bond proceeds have been spent in full, the Committee shall prepare an annual written report, the findings of which shall be summarized to the Board in public session, which annual written report shall include the following:

- (a) A statement indicating whether the District is in compliance with the requirements of Article XIII A, Section 1(b)(3) of the California Constitution; and
- (b) A summary of the Committee's proceedings and activities for the preceding year.
- (c) Annual reports shall be posted on the District's website in accordance with Sections 7 and 8 hereto.

3.4 Duties of the Board/Superintendent. Either the Board or the Superintendent, as the Board shall determine, shall have the following powers reserved to it, and the Committee shall have no jurisdiction over the following types of activities:

- (a) Approval of contracts,
- (b) Approval of change orders,
- (c) Expenditures of bond funds,
- (d) Handling of all legal matters,
- (e) Approval of project prioritization, project plans and schedules,
- (f) Approval of all deferred maintenance plans, and
- (g) Approval of the sale of bonds.

3.5 Measure B Projects Only. In recognition of the fact that the Committee is charged with overseeing the expenditure of bond proceeds, the Board has not charged the Committee with responsibility for:

- (a) Projects financed through the State of California, developer fees, certificates of participation, lease/revenue bonds, the general fund or the sale of surplus property without bond proceeds shall be outside the oversight of the Committee.
- (b) The establishment of priorities and order of construction for bond projects, which shall be made by the Board in its sole discretion.
- (c) The selection of architects, engineers, soils engineers, construction managers, project managers, CEQA consultants and such other professional service firms as are required to complete the project based on District criteria established by the Board in its sole discretion.
- (d) The approval of the design for each project including exterior

materials, paint color, interior finishes, site plan and construction methods (modular vs. permanent), which shall be determined by the Board in its sole discretion.

- (e) The selection of independent audit firm(s), performance and financial audit consultants and such other consultants as are necessary to support the activities of the Committee.
- (f) The appointment or reappointment of qualified applicants to serve on the Committee, subject to legal limitations, and based on criteria adopted in the Board's sole discretion as part of carrying out its function under Proposition 39.

Section 4. Authorized Activities.

4.1 In order to perform the duties set forth in Section 3, the Committee may engage in the activities authorized under Education Code Section 15278 subsection (c), including:

- (a) Receive and review copies of the District's annual independent performance audit and annual independent financial audit, required by Article XIII A of the California Constitution.
- (b) Inspect school facilities and grounds for which bond proceeds have been or will be expended, in accordance with any access procedure established by the District's Superintendent or business official.
- (c) Review copies of deferred maintenance plans developed by the District.
- (d) Review efforts by the District to maximize bond proceeds by implementing various cost-saving measures.

Section 5. Membership.

5.1 Number.

The Committee shall consist of at least seven (7) members appointed by the Board upon the recommendation of the Superintendent from a list of candidates submitting written applications, and based on criteria established by Proposition 39, to wit:

- One (1) member shall be the parent or guardian of a child enrolled in the District.
- One (1) member shall be the parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the P.T.A. or a school site council.
- One (1) member active in a business organization representing the business community located in the District.

- One (1) member active in a senior citizens' organization.
- One (1) member active in a bona-fide taxpayers association.
- Two (2) members of the community at-large.

5.2 Qualification Standards.

- (a) To be a qualified person, Committee members must be at least 18 years of age.
- (b) As specifically prohibited by Education Code Section 15282, the Committee may not include any employee, official of the District or any vendor, contractor or consultant of the District.
- (c) Preference will be given applicants who reside within District boundaries, however, residency within District boundaries is not a necessary qualification.

5.3 Ethics: Conflicts of Interest. The prohibitions contained in Article 4 (commencing with Section 1090) and Article 4.7 (commencing with Section 1125) of Chapter 1 of Division 4 of Title 1 of the Government Code (the "Conflicts Laws") apply to members of the Committee. As provided therein, members of the Committee shall not be financially interested in District contracts within the meaning of State law, or engage in any activity for compensation that is in conflict with such member's duties described herein. The Committee is established to inform the public regarding the expenditure of bond proceeds. Committee members are not public officials of a government agency with decision-making authority within the meaning of the Political Reform Act of 1974, and the Committee is not a decision-making authority. By accepting appointment to the Committee, each member agrees to comply with the Committee Ethics Policy attached to these Bylaws.

5.4 Term. Except as otherwise provided herein, each member shall serve a term of two (2) years, commencing on the date of the first meeting of the Committee. No member may serve more than three (3) consecutive terms. This limitation shall not prevent a former Committee member whose term has expired from serving again following a one-year period from such expiration. At the Committee's first meeting, members will draw lots, by volunteer or other method, or otherwise select a minimum of three members to serve for an initial one (1) year term and the remaining members to serve an initial two (2) year term.

5.5 Appointment. Members of the Committee shall be appointed by the Board through the following process: (a) the District shall notify the public through its customary forums that it is accepting applications for Committee members, which may include posting at school sites, advertising in the local newspapers, and posting notice on the District's website, as well as the solicitation of local groups for applications; (b) applications shall be made available at the District office; (c) the Superintendent will review the applications which have been submitted by the stated deadline; and (d) the Superintendent will make recommendations to the Board with respect to appointment. Appointments shall be made by the Board at an open meeting and recorded in the minutes.

5.6 Removal; Vacancy. The Board may remove any Committee member for cause, which includes failure to attend two consecutive Committee meetings without reasonable excuse or for failure to comply with the Committee Ethics Policy. Upon a member's removal, the seat shall be declared vacant. The Board, in accordance with the established appointment process shall fill any vacancies on the Committee. The District shall make best efforts to fill vacancies within 90 days. Members whose terms have expired may continue to serve on the Committee until their successor has been appointed. In the event the District is unable to appoint members meeting the criteria listed in Section 5.1, the Committee may proceed with one or more vacancies.

5.7 Compensation. The Committee members shall not be compensated for their services.

5.8 Authority of Members. (a) Committee members shall not have the authority to direct staff of the District; (b) individual members of the Committee retain the right to address the Board as an individual or, on behalf of the Committee if said member has been authorized to do so by a majority vote of the Committee; and (c) the Committee shall have the right to request and receive only copies of any public records relating to Measure B funded projects.

Section 6. Meetings of the Committee.

6.1 Regular Meetings. The Committee shall meet at least once a year, or more frequently as the Committee deems it necessary to discharge its duty, but no more frequently than quarterly. At the end of each meeting, the Committee shall identify the next approximate meeting date.

6.2 Location. All meetings shall be held within the Pierce Joint Unified School District, located in Yolo and Colusa Counties, California.

6.3 Procedures. All meetings shall be open to the public in accordance with the Brown Act. Meetings shall be conducted according to such additional procedural rules as the Committee may adopt. A majority of the number of Committee members shall constitute a quorum for the transaction of any business.

Section 7. District Support.

7.1 Technical and Administrative Support. As provided by Education Code Section 15280, the District shall provide to the Committee necessary technical and administrative assistance in furtherance of its purposes and to publicize its conclusions. Such support shall include:

- (a) preparation of and posting of public notices and agendas as required by the Brown Act, ensuring that all meetings notices and agendas are provided in the same manner as meetings of the District's Board;
- (b) provision of a meeting room, including any necessary audio/visual equipment;
- (c) preparation and copies of any documentary meeting materials, such as agendas, minutes and reports;

- (d) providing bond expenditure reports produced by the District for review at each meeting;
- (d) retention of all Committee records and reports; and
- (e) providing public access to Committee meeting minutes and reports on an Internet website maintained by the District.

7.2 Copies of Bond Audits. Pursuant to Education Code Section 15286, the District shall submit a copy of its annual bond financial audit and performance audit, prepared each fiscal year, to the Committee at the same time such audits are submitted to the Board, and in any event no later than March 31 of each year. In addition, pursuant to Education Code Section 15280(a)(2), if findings, recommendations or concerns are identified in such audits, within three months of receiving the audits, the District shall provide the Committee with responses to such findings.

7.3 Staff Support. A member of the District staff shall attend Committee meetings in order to report on the status of projects and the expenditure of bond proceeds.

Section 8. Reports. The Committee must produce at least one annual report as referenced in Section 3.3. In addition, the Committee may report to the Board from time to time in order to inform the Board on the activities of the Committee. Any such reports shall be in writing and shall summarize the proceedings and activities conducted by the Committee.

Section 9. Officers. The Superintendent shall appoint the initial Chair for purposes of conducting the first meeting of the Committee. At the first meeting, the Committee shall elect by majority vote of its members a Chair and a Vice-Chair, who shall act as Chair only when the Chair is absent. The Chair and Vice-Chair shall serve in such capacities for a term of one year and may be re-elected by vote of a majority of the members of the Committee.

Section 10. Amendment of Bylaws. These Bylaws may be amended by the Board of the District. Any amendment to these Bylaws shall be approved by a majority vote of the Board.

Section 11. Termination. The Committee shall automatically terminate and disband concurrently with the Committee's submission of the final Annual Report which reflects the final accounting of the expenditure of all Measure B monies.

CITIZENS' BOND OVERSIGHT COMMITTEE ETHICS POLICY STATEMENT

This Ethics Policy Statement provides general guidelines for Committee members in carrying out their responsibilities. Not all ethical issues that Committee members face are covered in this Statement. However, this Statement captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Statement were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Ethics Policy.

POLICY

- **CONFLICT OF INTEREST.** A Committee member shall not make or influence a District decision related to: (1) any contract funded by bond proceeds, or (2) any construction project which will benefit the Committee member's outside employment, business, or a personal finance or benefit an immediate family member, such as a spouse, child or parent.

- **OUTSIDE EMPLOYMENT.** A Committee member shall not use his or her authority over a particular matter to negotiate future employment with any person or organization that relates to: (1) any contract funded by bond proceeds, or (2) any construction project. A Committee member shall not make or influence a District decision related to any construction project involving the interest of a person with whom the member has an agreement concerning current or future employment, or remuneration of any kind. For a period of two (2) years after leaving the Committee, a former Committee member may not represent any person or organization for compensation in connection with any matter pending before the District that, as a Committee member, he or she participated in personally and substantially. Specifically, for a period of two (2) years after leaving the Committee, a former Committee member and the companies and businesses for which the member works shall be prohibited from contracting with the District with respect to: (1) bidding on projects funded by the bond proceeds; and (2) any construction project.

- **COMMITMENT TO UPHOLD LAW.** A Committee member shall uphold the federal and California Constitutions, the laws and regulations of the United States and the State of California (particularly the Education Code) and all other applicable government entities, and the policies, procedures, rules and regulations of the Pierce Joint Unified School District.

- **COMMITMENT TO DISTRICT.** A Committee member shall place the interests of the District above any personal or business interest of the member.

RESOLUTION #16/17 – 16

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
PIERCE JOINT UNIFIED SCHOOL DISTRICT
ADOPTING BYLAWS GOVERNING
MEASURE B CITIZENS OVERSIGHT COMMITTEE**

WHEREAS, Pierce Joint Unified School District (the "District") was successful at the election conducted on November 8, 2016 (the "Bond Election") in obtaining authorization from at least 55% of District voters to issue up to \$15 million aggregate principal amount of general obligation bonds (the "Bonds") for the purpose of financing the specific types of school facilities projects set forth in the measure approved by the voters ("Measure B"); and

WHEREAS, the election was conducted under the provisions of Proposition 39, the Smaller Classes, Safer Schools and Financial Accountability Act, approved by California voters on November 7, 2000 ("Proposition 39"), and pursuant to Proposition 39, Measure B and, specifically Section 15278 of the Education Code, the Board of Trustees of the District is obligated to establish a citizens' oversight committee (the "Committee") to satisfy the accountability requirements of Proposition 39;

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE PIERCE JOINT UNIFIED SCHOOL DISTRICT DOES HEREBY FIND, DETERMINE AND CERTIFY AS FOLLOWS:

Section 1. The foregoing recitals are true and correct.

Section 2. The Bylaws in the form on file with the Superintendent are hereby approved and adopted for the purpose of establishing the Committee.

Section 3. Pursuant to Education Code Section 15278, the Board will appoint members to the Committee within 60 days of the date that the Board has entered the election results on its minutes.

Section 4. This resolution shall take effect on and after its adoption.

PASSED AND ADOPTED on this 19th day of January, 2017 by the following vote:

Adopted by the following votes:

AYES:

NOES:

ABSENT:

President of the Board of Trustees
Pierce Joint Unified School District
Yolo County and Colusa County, California

Attest:

Secretary of the Board of Trustees
Pierce Joint Unified School District
Yolo County and Colusa County, California

RESOLUTION #16/17 - 17

**RESOLUTION DECLARING INTENTION TO REIMBURSE
EXPENDITURES FROM THE PROCEEDS OF OBLIGATIONS TO BE
ISSUED BY THE PIERCE JOINT UNIFIED SCHOOL DISTRICT**

RESOLVED, by the Board of Trustees of the Pierce Joint Unified School District.

WHEREAS, the District proposes to undertake the Project referenced below, to issue debt for such Project and to use a portion of the proceeds of such debt to reimburse expenditures made for the Project prior to the issuance of the debt;

WHEREAS, United States Income Tax Regulations section 1.150-2 provides generally that proceeds of tax-exempt debt are not deemed to be expended when such proceeds are used for reimbursement of expenditures made prior to the date of issuance of such debt unless certain procedures are followed, one of which is a requirement that (with certain exceptions), prior to the payment of any such expenditures, the issuer declares an intention to reimburse such expenditure; and

WHEREAS, it is in the public interest and for the public benefit that the District declares its official intent to reimburse the expenditures referenced herein.

NOW THEREFORE, it is hereby DECLARED and ORDERED, as follows:

1. The District intends to issue obligations (the "Obligations") for the purpose of paying the costs of construction, acquisition, repair, equipping and upgrading of classrooms and other school facilities (the "Project").
2. The District hereby declares that it reasonably expects (i) to pay certain costs of the Project prior to the date of issuance of the Obligations and (ii) to use a portion of the proceeds of the Obligations for reimbursement of expenditures for the Project that are paid before the date of issuance of the Obligations.
3. The maximum principal amount of the Obligations is \$15,000,000.

ADOPTED, SIGNED AND APPROVED this 19th day of January, 2017.

BOARD OF TRUSTEES OF THE PIERCE
JOINT UNIFIED SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Clerk of the Board of Trustees

STATE OF CALIFORNIA)
COUNTY OF COLUSA)

I, Nadine High, do hereby certify that the foregoing Resolution #16/17 - 17, was duly adopted by the Board of Trustees of the Pierce Joint Unified School District at a meeting thereof held on the 19th day of January, 2017, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

By: _____
Clerk of the Board of Trustees of the
Pierce Joint Unified School District



Teacher Consent Form

PURPOSE: Pursuant to the Education Code or Title 5, provides written documentation that the District obtained the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

District: Pierce Joint Unified School District School Year: 2016/2017

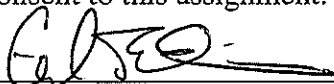
School Site: Johnson Junior High School Grade Level: 7th and 8th

Teacher: Cecil Felkins SS#: xxx-xx-7218

Credential Held: Clear Single Subject: Social Science (Examination)
Supplementary Authorization-Intro PE

1. Assignment: Computer Legal Authorization per EC or T5: 80005(b)

I mutually agree and consent to this assignment.

Teachers Signature:  Date 12/05/16

Printed/Typed Name: Cecil Felkins

Pierce Joint Unified School District
540-A 6th Street Arbutle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday, December 8, 2016 6:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Rd, Arbutle CA 95912
Regular Board Meeting Minutes

Governing Board:

Amy Charter, President

Abel Gomez, Vice President

John Friel, Board Clerk

Nadine High, Member

Debbie Charter, Member

1. CALL TO ORDER

President Amy Charter called the meeting to order at 6:00 p.m.

Members Present: Amy Charter, John Friel, Nadine High,
George Green, and Abel Gomez

Absent: None

Others Present: Carol Geyer, Summer Shadley, Ron Fisher, Don
Friel, Student Body Representative, Duffy Bailey, Daena Meras,
Jesse Deol, and Melanie Brackett

Mr. Green led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Mr. Green and seconded by Mr. Gomez to
add Item #19F. Overnight Field Trip Request: Etna Girls'
Basketball Tournament – Etna CA and approve the agenda. Voting
Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr.
Gomez. Voting No: None. Absent: None

2. APPROVAL OF AGENDA

3. ANNUAL BOARD ORGANIZATIONAL
MEETING – PART I

A. Rotation/Election of Board Members

The newly elected Board members were sworn in by the
Superintendent. The Board then rotated to their new positions. The
2017 Board of Trustees are as follows:

- A. Abel Gomez, President
- B. John Friel, Vice President
- C. Nadine High, Clerk
- D. George Green, Member
- E. Amy Charter, Member

Jesse Deol submitted the 2016 Audit Report to the Board. He gave
a brief outline of the report. There were no questions from the
Board.

4. 2016 Audit Report

5. CLOSED SESSION:

A. Readmittance Hearing for Student 14/15 -]

The Board did not adjourn to CLOSED SESSION. The
Readmittance Hearing for Student 14/15 – B was not held.

6. OPEN SESSION:

A. Consider and approve Readmittance of
Student 14/15 - B

7. HEARING OF THE PUBLIC (Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

No one spoke at this time.

The PHS Student Body Representative reported that last week the leadership class put on a Boys' Basketball Tournament in part with the Boys' Basketball program at PHS. About \$2,600 was raised and split between the two programs. Students from the leadership class were given specific jobs such as run the hospitality room, along with some parent volunteers, organizing rosters and helping with the gate and the score table. The turnout was awesome. The annual canned food drive started on Wednesday. All cans will be collected and delivered next Tuesday, December 13th, by Amy Charter. There will be a competition between classes for whoever brings the most cans. Each item equals one point. The class with the most points will receive a Christmas Cookie party on Wednesday the 14th. The leadership class is in the Christmas spirit and will have dress up days next week. Monday – Pajama Day; Tuesday – Christmas Elf Day; Wednesday – Red and Green Day; Thursday – Santa Hat Day; Friday – Ugly Sweater Day.

8. PHS Student Body Representative Report

9. PRINCIPAL'S REPORTS

- A. Arbuckle Elementary
School/Grand Island Elementary School
- B. Lloyd G. Johnson Junior High School
- C. Pierce High School/Arbuckle
Alternative High School

Summer Shadley reported that things are going quite well. Instruction continues to be the focus at both sites. Walk throughs and feedback to teachers has been ongoing. Mrs. Geyer joined Mrs. Shadley for walk throughs at Grand Island Elementary on Tuesday and saw some really good teaching. This week's Wednesday professional development focused on English Learners. Melissa Cano presented on the shift in policies for EL's and what the next steps will be. It was really informative for the teachers. The Colusa County SELPA presented to the teachers focusing on the qualifications for Special Education. Santa pictures were on Tuesday at Arbuckle Elementary. About \$1,600 was raised. Mrs. Shadley thanked Greg Arens Photography for volunteer his time. He has been taking the Santa pictures for the past 12 years. The 4th and 5th graders went to Pierce High School to watch the play rehearsal on Monday. The 3rd grade went to Johnson Junior High on Tuesday to watch their play production. The students were very excited. The Chips for Kids donations barrels are in the office at Arbuckle Elementary. An ELAC (English Learners Advisory Committee) meeting was scheduled

for this morning at Grand Island but no parents showed up. The ELAC meeting will be take place along with the next School Site Council meeting to be held in January. There was a district-wide After School Program meeting held. There was really great feedback and some great ideas for the After School Programs. The Grand Island Christmas Play is Wednesday at 6:00 pm. The Kindergarten Winter performance at Arbuckle Elementary is Thursday at 5:30 pm. Enrollment at AES is at 628 and at GI is 55.

Ron Fisher reported that Johnson Junior High school has just received a 3D printer. He passed out samples of items produced on the printer to the Board. He outlined the class that will use the printer and explained that the final project will be to make three separate items that will fit together. Mrs. Vandrey's drama class put on Santa Napped. The performance was on Wednesday. There will be dress up days the last week before Winter Break. There will be a rally that Friday with some competitions for the students. The See's Candy fundraisers for the year have been completed. Soccer and Girls' Basketball have finished. Boys' Basketball will start after the holidays. JJH is conducting NWEA testing. Instead of taking three days to complete the tests in homeroom classes, the tests are being spread out and given in the classroom that is teaching the subject of the test. Mr. Fisher met with Shady Creek to start the process for Shady Creek week which will happen in February this year. JJH is working on a canned food drive with competitions in the classrooms. Mr. Fisher announced that he will match the winning class in can donations. The students think it is a great competition and are working hard to get as many cans in as possible. There is also a toy donation barrel at JJH. The students have done an amazing job of filling the barrel with toys. Mr. Fisher visited Arbuckle Elementary and conducted walk throughs. He commended the elementary teachers for their hard work in lesson planning and assessments.

In Nicole Newman's absence, Vice-Principal Don Friel read the following report: Mrs. Amsler has been doing an excellent job with the students in Math 3 and Math 1B. She has had a lot of support from Mrs. Newman and Mrs. Hall. For Math 3 Fueleducation is the sole source of content. Licenses for the students were purchased and all of them are enrolled in the course. Mrs. Amsler is doing direct instruction with the lessons in the program. Students are then assigned problems that they are able to do online with Mrs. Amsler facilitating during the class period. Testing is done online as well. Students have access to the coursework at home if needed and if they have availability to the Internet, but no assignments are being given that require Internet access after class time. The drama class presentation of Soapy

Smith's Winter Wish was Wednesday night as well as tonight. If you missed it you are invited to attend the play tomorrow, December 9th at 11:00 am in the auditorium. Finals are next week. During Parent/Teacher conference we had all parents of seniors sign the Parent Teacher Conference Checklist. Don submitted copies of the checklist to the Board. Christmas tree sales have been very good. Last week FFA made more than what they needed to pay for the trees. The pumpkins were disked under at the School Farm and oats have been planted. Oats have also been planted between the practice field and the freeway. The fencing has been completed. Pastures were worked and planted with a permanent pasture seed mixture. Gravel was spread in front of the barn and down the road. Phase 2 of the cleanout on the barn has begun. Half of the small animal panels were delivered and the heavy duty panels for steer were ordered. A storage container has been ordered to keep fair supplies in and the greenhouse skin was removed. A dumpster has been delivered for further clean up. In the coming weeks the barn needs to be completely cleaned out so the small animal pens can be set up. The irrigation system needs finishing touches. The burn pile will be burned and the weeds in the orchard will be sprayed. The water and electrical in the barn will be done in house and is all planned out. The Girls' and Boys' Soccer teams played in Durham tonight. The Girls' Varsity and Junior Varsity Pierce Basketball tournament is tonight and tomorrow. There is a Boys' Junior Varsity Basketball tournament in Maxwell December 7-10.

10. REPORTS:

A. Facilities / Transportation Report

Mrs. Geyer gave the following report while Mr. Bailey was coaching the PHS Girls' Soccer game. Mrs. Geyer reported that the new District Mechanic has started. He had his first CHP inspection on his first day. He is working out very well and seems to be enjoying his position. Architect Alan Chambers of Third Shoe Inc. is preparing bid packets for painting the high school as well as the wall removal at the junior high in the computer labs to increase classroom sizes. The bid documents will go out in order to begin the projects this summer. The District has confirmation from DSA that they have received the plans for the new multi-purpose room at PHS and will begin reviewing the plans on December 27th. This month Daena, Duffy, and Carol will meet with Trent, the architect on the multi-purpose room and Cheryl King, the facility consultant used for enrollment projections and State eligibility requirements, to plan the next steps with beginning to set priorities past the multi-purpose room and the removing of the walls at JJH. Additional plugs and lighting are being worked on in the barn at the school farm. Electrical and gas piping has been completed in the welding shop. This work was done in-house

and is waiting for fittings and regulators before the gas installation can be completed. Don Friel reported on some of the other small projects that will need to be completed.

Daena Meras outlined the 2016/17 First Interim Report. There were no questions from the Board.

The Principals gave the following numbers for students requesting Temporary Independent Study. AES = 26; GI = 6; JJH = 20; and PHS = 20.

Daena Meras submitted the Developer Fee Annual Report. There were no questions from the Board.

Carol Geyer outlined the process for Establishing a Bond Citizens' Oversight Committee which is required for the Bond that passed in November 2016. She asked the Board members to direct people to the district website for more information regarding joining the committee. There was discussion regarding how to find the members that are needed for the committee. Mrs. Geyer will be working on the application that will be placed on the district website. Mr. Friel and Ms. Charter will help with the application process. Ms. Charter asked if there was a requirement for how many times a year the committee will meet. Mrs. Geyer responded that she believes there is no requirement, but probably once or twice a year. There was further discussion regarding the term limit of members on the committee. The committee will remain in effect until the dollars are spent.

Mrs. Geyer reported that she met with Mr. Franklin this week. Things seem to be going well.

No report given.

B. 2016/17 First Interim Report

C. Estimate of Students requesting Temporary Independent Study – December 2016

D. Developer Fee Annual Report

E. Process for Establishing Bond Citizens' Oversight Committee

11. PJUEA (Pierce Joint Unified Educators Association)

12. CSEA (California School Employees Association)

13. ANNUAL BOARD ORGANIZATIONAL MEETING – PART II

A. Appointment of Superintendent as the Official Secretary to the Board of Trustee

B. Appointment of Board Representatives to the Following:

1. SELPA Board

2. Technology Committee

3. Facilities Committee

a. Cafeteria Committee

4. Ag Advisory Committee
5. Safety Committee
6. District Advisory Committee
7. District English Learners Advisory Committee
- C. Approve 2017 Board Meeting Schedule
- D. Approve Timelines for Superintendent Evaluation and Board Self-Evaluation
- E. Approve Warrant Order Signatures Authorizing Certain Employees to Sign on Behalf of the District
- F. Approve 2017 Board Governance Calendar

A motion was made by Mr. Friel and seconded by Ms. High to approve the ANNUAL BOARD ORGANIZATIONAL MEETING – PART II:

- A. Appoint Superintendent as the Official Secretary to the Board of Trustees
- B. Appoint Board Representative to the Following:
 1. SELPA Board – Superintendent
 2. Technology Committee – Amy Charter
 3. Facilities Committee – All
 - a. Cafeteria Committee – All
 4. Ag Advisory Committee – John Friel
 5. Safety Committee – Nadine High
 6. District Advisory Committee – George Green
 7. District English Learners Advisory Committee – Abel Gomez
- C. Approve 2017 Board Meeting Schedule
- D. Approve Timelines for Superintendent Evaluation and Board Self-Evaluation
- E. Approve 2017 Board Governance Calendar

Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Mr. Friel to approve the 2016/17 First Interim Report. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

After three corrections were made to the Safe School Plan a motion was made by Ms. High and seconded by Mr. Friel to approve the Safe School Plan A. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

14. Consider and approve **2016/17 First Interim Report**

15. Consider and approve **Safe School Plan** for:
A. Pierce High School/Arbuckle Alternative High School

A motion was made by Ms. High and seconded by Mr. Friel to approve Resolution #16/17 – 12: Budget Revision. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

Ms. Charter asked if there is an online teacher component with the math class that is being taught at PHS. Mrs. Geyer responded that she is not aware of the online teacher component, but Mrs. Amsler is supporting the students in class. Mrs. Geyer will ask Mrs. Newman to report on this at the January Board meeting. A motion was made by Ms. Charter and seconded by Ms. High to approve the Teacher Consent Forms for A. Laurie Amsler – PHS, and B. Charles Franklin - PHS. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Ms. Charter to approve the Pierce Joint Unified School District Vehicle Surplus. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

16. Consider and approve **Resolution #16/17 – 1: Budget Revision**

17. Consider and approve **Teacher Consent Forms for:**

- A. **Laurie Amsler – PHS**
- B. **Charles Franklin - PHS**

18. Consider and approve **Pierce Joint Unified School District Vehicle Surplus**

19. Consider and approve **Consent Agenda:**

- A. Minutes of November 17, 2016 Regular Board Meeting
- B. Warrant List for November 2016
- C. Interdistrict Transfers:
 - 1. Transferring **OUT** for the **2016/17** School Year:
 - a. Two (2) Students to Colusa CA (new)
 - 2. Transferring **OUT** for the **2017/18** School Year:
 - a. One (1) Student to Woodland CA (continuing)
- D. Donations:
 - 1. Pierce Pride Foundation – Football PHS
 - 2. Nichols Estate – FFA PHS
 - 3. Jason and Amanda Gibbons – Shady Creek JJH
 - 4. Arbuckle Fun for Education Committee – STEM Materials AES
 - 5. Willa K. Boehm – Shady Creek JJH

E. Contracts:

1. Proposal between Pierce Joint Unified School District and JM King Consulting Services for State School Facility Consulting Services
2. Proposal between Pierce Joint Unified School District and JM King Consulting Services for Updated Enrollment Projections

F. Overnight Field Trip Request:

1. Etna Girls' Basketball Tournament – Etna CA

A motion was made by Ms. High and seconded by Ms. Charter to approve the Consent Agenda. Voting Aye: Mr. Friel, Ms. High, Mr. Green, Ms. Charter, and Mr. Gomez. Voting No: None. Absent: None

Teacher Consent Form for C. Felkins
P-1 Attendance Report
2nd Quarter Williams Complaint Procedure Report
School Accountability Report Cards
2017/18 District Calendar
Budget Revision
Probationary Teacher List
Johnson Junior High Site Presentation
Certifying Bond Election Results

Carol Geyer reported that each of the sites have been working at looking at data. The instructional coaches worked at the high school looking at NWEA data and will be attending the Admin Meeting on Tuesday to share the process they went through at the high school. Next week the discipline matrix will be looked at, revised to reflect new laws, and submitted to the Safety Committee for approval. The new matrix will come to the Board for approval in February.

Mr. Gomez thanked Ms. Charter for serving as President. Job well done.

20. Items to be agendized for next regular meeting:

21. Superintendent's Report

22. Board President's Report

23. CLOSED SESSION:

- A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

Certification	Position	Status
Classified	Campus Supervisor - AES	Hiring
Certificated	Long Term Substitute Math – PHS	Hiring
Classified	After School Program Paraeducator – AES	Resignation
Classified	After School Program Site Lead – JJH	Hiring

B. CONFERENCE WITH LABOR

NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in **CLOSED SESSION** to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and Unrepresented Groups.

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent.

Pursuant to Education Code se. 54957 the Board will meet in **CLOSED SESSION** for Verbal Evaluation of Superintendent

The Board went into **CLOSED SESSION** at 7:08 p.m.

The Board reconvened at 7:40 p.m. and reported action taken on the following:

- A. **PUBLIC EMPLOYMENT:** Pursuant to Government Code sec. 54957, the Board will meet in **CLOSED SESSION** to discuss employee matters: **In CLOSED SESSION by unanimous decision, the Board approved the Public Employment**

Certification	Position	Status
Classified	Campus Supervisor – AES	Hiring
Certificated	Long Term Substitute Math – PHS	Hiring

24. OPEN SESSION

- A. Report Action Taken in **CLOSED SESSION**

Minutes December 8, 2016 - Regular Board Meeting
Pierce Joint Unified School District

Classified	After School Program Paraeducator – AES	Resignation
Classified	After School Program Site Lead – JJH	Hiring

B. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code sec. 54957.6, the Board will meet in CLOSED SESSION to give direction to Agency Negotiator, Carol Geyer, regarding negotiations with PJUEA (Pierce Joint Unified Educators Association), CSEA (California School Employees Association), and Unrepresented Groups: **No ACTION was taken.**

C. PUBLIC EMPLOYEE PERFORMANCE EVALUATION: Superintendent. Pursuant to Education Code se. 54957 the Board will meet in CLOSED SESSION for Verbal Evaluation of Superintendent **No ACTION was taken.**

25. ADJOURN

The Board adjourned at 7:42 p.m.

Carol Geyer, Secretary to the Board
of Trustees

SATCH 24

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/22/2016

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4100	TEXTBOOKS	6,225.00
4200	BOOKS OTHER THAN TEXTBOOKS	280.94
4300	MATERIALS AND SUPPLIES	23,270.18
5200	TRAVEL AND CONFERENCE	4,282.94
5600	RENTALS, LEASES AND REPAIRS	136.84
5800	CONSULTING SERV/OPERATING EXP	28,248.71
5900	COMMUNICATIONS	466.40
8600	LOCAL REVENUES	8.00
	TOTAL FUND :	62,919.01

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/22/2016

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
8600	LOCAL REVENUES	5.25
	TOTAL FUND :	5.25

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/22/2016

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	339.49
	TOTAL FUND :	339.49
	TOTAL DISTRICT:	63,263.75

Vendor #	Vendor name (rem't)	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-000686	FLD NOT USED 383525	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	69.24 *
004474	JENNIFER BARRHAM PV-000674	ARBUCKLE ELEMENTARY SCHOOL 383526	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	75.61 *
005001	BLUE TORCH NETWORK SOLUTIONS PV-000688	FLD NOT USED 383527	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	4,050.00 * \$4,050.00
000179	BUSWEST NORTH PV-000683	FLD NOT USED 383528	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	532.93 * \$532.93
003231	CANON FINANCIAL SERVICES INC PV-000694	PIERCE HIGH SCHOOL 383529	REGULAR EDUCATION, K-12 WARRANT TOTAL	COPI MACHINE MAINTENANCE	58.38 * \$58.38
005503	CLEVER PROTOTYPES LLC PO-000336	PIERCE HIGH SCHOOL 383530	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	90.95 * \$90.95
002908	COASTAL BUSINESS SYSTEMS PV-000682	JOHNSON JR HIGH SCHOOL 383531	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	305.62 * \$305.62
005511	DAVE WILSON NURSERY PV-000692	PIERCE HIGH SCHOOL 383532	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	1,500.00 * \$1,500.00
005291	DOCUMENT TRACKING SERVICES LLC PO-000327	FLD NOT USED 383533	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	600.00 * \$600.00
005433	EAGLE SOFTWARE PO-000071	FLD NOT USED 383534	UNDISTRIBUTED	TRAVEL AND CONFERENCE	1,050.00
			REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	300.00
			REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	1,425.00
			REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	825.00
			WARRANT TOTAL		\$3,600.00 *
002651	FIRST NATIONAL BANK OMAHA CM-000005	PIERCE HIGH SCHOOL 383535	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	15.80-
			REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	225.00
			VOCATIONAL EDUCATION	TRAVEL AND CONFERENCE	289.46

Vendor#	Vendor name (remitt)	Warrant Reference	GOAL	OBJECT	Amount
005510	GREG ARENS PHOTOGRAPHY	FLD NOT USED	UNDISTRIBUTED	MATERIALS AND SUPPLIES	242.92
	PV-000681		WARRANT TOTAL		\$242.92 *
004902	GEORGE GRIFPIN	GRAND ISLAND ELEMENTARY SCHOOL	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	168.48
	PV-000676		WARRANT TOTAL		\$168.48 *
005183	AMY HANNON-KORYNITA	JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	126.64
	PV-000690		WARRANT TOTAL		\$126.64 *
003535	LAURA HANSEN	FLD NOT USED	UNDISTRIBUTED	MATERIALS AND SUPPLIES	96.57
	PV-000675		WARRANT TOTAL		\$96.57 *
001787	INLAND BUSINESS SYSTEMS	FLD NOT USED	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	1,358.71
	PV-000684		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	78.46
	PV-000693		WARRANT TOTAL		\$1,437.17 *
002978	J.W. PEPPER & SONS INC	PIERCE HIGH SCHOOL	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	187.08
	PO-000307		WARRANT TOTAL		\$187.08 *
005506	ONEIL MARTINEZ	FLD NOT USED	UNDISTRIBUTED	FOOD SERVICE SALES	5.25
	PV-000679		WARRANT TOTAL		\$5.25 *
005293	NWEA	FLD NOT USED	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	22,065.00
	PV-000695		WARRANT TOTAL		\$22,065.00 *
000639	QUILL CORPORATION	FLD NOT USED	UNDISTRIBUTED	MATERIALS AND SUPPLIES	132.42
	PO-000264		WARRANT TOTAL		\$132.42 *
005449	MARY REILLY	JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	13.70
	PV-000691		WARRANT TOTAL		\$13.70 *
005507	ANA RUTZ	ARBUCKLE ELEMENTARY SCHOOL	UNDISTRIBUTED	ALL OTHER LOCAL REVENUE	8.00
	PV-000677		WARRANT TOTAL		\$8.00 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.
FOR WARRANTS DATED 12/22/2016
6998

BILL WARRANT REGISTER
BATCH 0024 ACCOUNTS PAYABLE

Vendor#	Vendor name (remitt)	Warrant	GOAL	OBJECT	Amount
003466	SAC-VAL PV-000685	FLD NOT USED 383547	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	845.51 *
004501	JEANINE SCHAAP PV-000673	ARBUCKLE ALTERNATIVE HIGH SCH WARRANT TOTAL	MATERIALS AND SUPPLIES	92.54 *	
004971	SCHOLASTIC BOOK FAIRS JOHNSON JR HIGH SCHOOL	383549	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	984.82 *
000310	SCHOOL SPECIALTY INC PO-000346	383550	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	28.54 *
005472	SHAUL'S MFG PO-000195	383551	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	18,060.00 *
003621	SYNGB/AMAZON PO-000276 PO-000309	383552	REGULAR EDUCATION, K-12 VOCATIONAL EDUCATION WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS MATERIALS AND SUPPLIES	88.62 145.62 \$234.24 *
004197	EMILY TAYLOR PV-000672	383553	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	36.98 *
001454	TEACHERS' CURRICULUM INST PO-000065	383554	REGULAR EDUCATION, K-12 WARRANT TOTAL	TEXTBOOKS	6,225.00 *
003394	VALERIE VANDREY PV-000689	383555	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	76.09 *
000610	VERIZON WIRELESS PV-000678	383556	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	466.40 *
005487	WILLIAMS PIONEER REVIEW PV-000687	383557	UNDISTRIBUTED WARRANT TOTAL	NEWSPAPER ADVERTISEMENTS	25.00 *
005486	WILLOWS CARDINAL BOOSTERS PV-000671	383558	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	150.00

Vendor# Vendor name (remitt) Warrant Reference SCHOOL GOAL OBJECT Amount

003251 WOODWIND & BRASSWIND 3835559 REGULAR EDUCATION, K-12 \$150.00 *

PO-000206 PIERCE HIGH SCHOOL REGULAR EDUCATION, K-12 64.39

PIERCE HIGH SCHOOL WARRANT TOTAL \$174.01 *

*** BATCH TOTALS *** TOTAL NUMBER OF WARRANTS: 35 TOTAL AMOUNT OF WARRANTS: \$63,263.75*

*** DISTRICT TOTALS *** TOTAL NUMBER OF WARRANTS: 35 TOTAL AMOUNT OF WARRANTS: \$63,263.75**

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COJUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/16/2016

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	853.32
4700	FOOD	15,541.95
5800	CONSULTING SERV/OPERATING EXP	530.00
	TOTAL FUND :	16,925.27

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/16/2016

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	88.69
	TOTAL FUND :	88.69
	TOTAL DISTRICT:	145,748.65

COUSA COUNTY OFFICE OF EDUCATION
 BILL WARRANT REGISTER
 FOR WARRANTS DATED 12/16/2016
 BATCH 0023 ACCOUNTS PAYABLE
 6998

Vendor#	Vendor name (remitt) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-000653	FLD NOT USED	383387	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	46.76 *
002380	ALHAMBRA PV-000658	FLD NOT USED FLD NOT USED FLD NOT USED	383388	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	42.53 35.55 26.91 \$104.99 *
000128	ALSCO-GEYER IRRIGATION INC PV-000662	FLD NOT USED	383389	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	159.88 \$159.88 *
004503	ALSCO-GEYER/ACE HARDWARE PO-000267 PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PV-000667	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	383390	VOCATIONAL EDUCATION VOCATIONAL EDUCATION VOCATIONAL EDUCATION UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	91.97 133.21 18.76 865.38 \$1,109.32 *
000139	ARBuckle FOOD CENTER PV-000644	FLD NOT USED	383391	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	22.80 \$22.80 *
000179	BUSWEST NORTH PV-000654 PV-000663	FLD NOT USED FLD NOT USED	383392	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	49.74 76.09 \$125.83 *
000676	CAPITOL CLUTCH & BRAKE INC. CM-000004 PV-000656	FLD NOT USED FLD NOT USED FLD NOT USED	383393	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	208.44- 456.68 \$248.24 *
003208	CDW-G COMPUTING SOLUTIONS PO-000326	DO-JUH	383394	REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT	3,394.21 \$3,394.21 *
005400	CINTAS PV-000665	FLD NOT USED FLD NOT USED FLD NOT USED	383395	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	422.50 7.65 530.00 \$960.15 *
000071	CHOSE LUMBER INC PO-000257	PIERCE HIGH SCHOOL	383396	VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	1,501.30

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST. BILL WARRANT REGISTER
 FOR WARRANTS DATED 12/16/2016 BATCH 0023 ACCOUNTS PAYABLE
 6998

Vendor#	Vendor name (remitt)	Warrant	GOAL	OBJECT	Amount
000028	Reference SCHOOL PO-000268 PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	11.86 \$1,513.16 *
000295	COLUSA CO WATER WORKS DIST #1 PV-000642 FLD NOT USED	3833397	UNDISTRIBUTED WARRANT TOTAL	WATER	120.00 \$120.00 *
000044	COLUSA MOTOR SALES PV-000666 FLD NOT USED	3833398	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	69.69 360.26 \$429.95 *
000429	CRYSTAL CREAMERY PV-000640 FLD NOT USED	3833399	UNDISTRIBUTED WARRANT TOTAL	FOOD	2,893.51 \$2,893.51 *
000428	THE DANIELSEN CO. PV-000641 FLD NOT USED	383400	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	826.99 26.33 7,149.11 \$8,002.43 *
000028	DEPT OF JUSTICE PV-000647 FLD NOT USED	383401	UNDISTRIBUTED WARRANT TOTAL	FINGERPRINTING	192.00 \$192.00 *
004408	EDUCATIONAL DATA SYSTEMS INC PV-000648 FLD NOT USED	383402	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	45.45 \$45.45 *
005138	EVERBANK COMMERCIAL FINANCE PV-000638 GRAND ISLAND ELEMENTARY SCHOOL	383403	REGULAR EDUCATION, K-12 WARRANT TOTAL	COPY MACHINE MAINTENANCE	219.57 \$219.57 *
004859	FLORA FRESH INC PO-000189 PIERCE HIGH SCHOOL	383404	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	602.49 \$602.49 *
003451	FOUJETT SCHOOL SOLUTIONS INC PO-000250 ARBUCKLE ELEMENTARY SCHOOL	383405	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	274.13 182.76 \$456.89 *
004136	GERLINGER STEEL PO-000343 PIERCE HIGH SCHOOL	383406	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	561.95 \$561.95 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST. BILL WARRANT REGISTER BATCH 0023 ACCOUNTS PAYABLE
 FOR WARRANTS DATED 12/16/2016 6998

Vendor#	Vendor name (rem't)	Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001651	GOLD STAR FOODS	PV-000636	FLD NOT USED	383407	UNDISTRIBUTED	FOOD	5,499.33
					WARRANT TOTAL		\$5,499.33 *
004920	NOAH GOMEZ	PV-000629	JOHNSON JR HIGH SCHOOL	383408	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	17.04
					WARRANT TOTAL		\$17.04 *
000911	GRIFP'S FEED & SEED	PO-000292	JOHNSON JR HIGH SCHOOL	383409	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	130.39
					WARRANT TOTAL		\$130.39 *
005098	JAMES MARTA & COMPANY LLP	PV-000668	FLD NOT USED	383410	UNDISTRIBUTED	AUDIT EXPENSE	3,370.00
					UNDISTRIBUTED	AUDIT EXPENSE	7,100.00
					WARRANT TOTAL		\$10,470.00 *
001758	KELLEHER PAINT	PV-000659	FLD NOT USED	383411	UNDISTRIBUTED	MATERIALS AND SUPPLIES	313.30
					WARRANT TOTAL		\$313.30 *
005304	ELIZABETH KELLOGG	PV-000635	JOHNSON JR HIGH SCHOOL	383412	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	24.19
					WARRANT TOTAL		\$24.19 *
004660	JENNIFER KESSINGER	PV-000630	GRAND ISLAND ELEMENTARY SCHOOL	383413	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	38.60
					WARRANT TOTAL		\$38.60 *
000483	BLAKE KITCHEN	PV-000634	GRAND ISLAND ELEMENTARY SCHOOL	383414	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	71.28
					WARRANT TOTAL		\$71.28 *
003755	MJB WELDING INC	CM-000003	PIERCE HIGH SCHOOL	383415	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	168.82
					VOCATIONAL EDUCATION	NONCAPITALIZED EQUIPMENT	27,981.42
					VOCATIONAL EDUCATION	NONCAPITALIZED EQUIPMENT	27,981.42
					VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	1,101.85
					VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	1,322.28
					REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	124.74
					REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	32.04
					WARRANT TOTAL		\$58,374.93 *
003380	MUSICIAN'S FRIEND	PO-000321	ARBUCKLE ELEMENTARY SCHOOL	383416	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	628.88
					WARRANT TOTAL		\$628.88 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.
 FOR WARRANTS DATED 12/16/2016
 6998

BATCH 0023 ACCOUNTS PAYABLE

BILL WARRANT REGISTER

Vendor#	Vendor name (remitt)	Warrant	GOAL	OBJECT	Amount
000094	PACIFIC GAS & ELECTRIC CO PV-000645 FLD NOT USED	383417	UNDISTRIBUTED WARRANT TOTAL	GAS AND ELECTRICITY	351.92 \$351.92 *
001040	PIERCE JOINT UNIFIED SCHOOL PV-000639 JOHNSON JR HIGH SCHOOL	383418	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	75.51 \$75.51 *
000682	PLATT ELECTRIC SUPPLY PV-000646 PIERCE HIGH SCHOOL	383419	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	2,440.76 \$2,440.76 *
005488	PRP COMPANIES PO-000294 PIERCE HIGH SCHOOL JOHNSON JR HIGH SCHOOL	383420	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS BOOKS OTHER THAN TEXTBOOKS	445.52 763.72 \$1,209.24 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-000664 FLD NOT USED	383421	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	3,219.87 \$3,219.87 *
005493	SACRAMENTO GLASS WORKS PO-000305 PIERCE HIGH SCHOOL	383422	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	800.00 \$800.00 *
003187	SCHOOL SAFETY SOLUTIONS, LLC PV-000652 FLD NOT USED	383423	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	1,327.50 \$1,327.50 *
000620	DEBRA L. SCOTT PV-000651 FLD NOT USED	383424	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	88.69 \$88.69 *
005505	SOCRATIC SEMINARS INTERNATL PO-000345 DO-PHS	383425	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	860.00 \$860.00 *
001953	STAPLES ADVANTAGE PO-000025 FLD NOT USED PO-000289 JOHNSON JR HIGH SCHOOL PO-000314 PIERCE HIGH SCHOOL PO-000319 JOHNSON JR HIGH SCHOOL	383426	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	NONCAPITALIZED EQUIPMENT MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	1,257.64 168.00 76.06 35.26 \$1,536.96 *
005369	STERICYCLE PV-000657 FLD NOT USED	383427	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	3,148.20 \$3,148.20 *

Vendor#	Vendor name (remitt)	SCHOOL	Warrant	GOAL	OBJECT	Amount
005397	STEVENSON PEST CONTROL	FLD NOT USED	383428	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	370.00
	PV-000660			WARRANT TOTAL		\$370.00 *
004986	ERIN SWEET		383429			
	PV-000631	PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	23.38
		PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	53.40
	PV-000632	PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	44.85
	PV-000633	PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	121.59
				WARRANT TOTAL		\$243.22 *
005496	THOMAS DISTRIBUTING CO		383430			
	PO-000320	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	322.82
				WARRANT TOTAL		\$322.82 *
005115	TOP TIER DATACOM INC.	FLD NOT USED	383431	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	148.49
	PV-000643			WARRANT TOTAL		\$148.49 *
003178	TRI COUNTY PETROLEUM INC	FLD NOT USED	383432	UNDISTRIBUTED	FUEL	127.68
	PV-000655	FLD NOT USED		UNDISTRIBUTED	FUEL	1,088.77
				WARRANT TOTAL		\$1,216.45 *
000841	TRI-COUNTY SCHOOLS		383433			
	PV-000670	FLD NOT USED		UNDISTRIBUTED	HEALTH & WELFARE-CLASSIFIED	8,866.00
		FLD NOT USED		UNDISTRIBUTED	HEALTH & WELFARE-CLASSIFIED	502.00
		FLD NOT USED		UNDISTRIBUTED	HEALTH & WELFARE-CLASSIFIED	6,296.00
		FLD NOT USED		UNDISTRIBUTED	HEALTH/WELFARE LIAB	14,946.00
				WARRANT TOTAL		\$30,610.00 *
001199	UMPOUA BANK	FLD NOT USED	383434	UNDISTRIBUTED	RENTALS, LEASES AND REPAIRS	550.00
	PV-000637			WARRANT TOTAL		\$550.00 *
000433	WILLIAMS REDDI MIX INC.	FLD NOT USED	383435	UNDISTRIBUTED	MATERIALS AND SUPPLIES	451.50
	PV-000661			WARRANT TOTAL		\$451.50 *
***	BATCH TOTALS ***			TOTAL NUMBER OF WARRANTS:	49	\$145,748.65*
***	DISTRICT TOTALS ***			TOTAL NUMBER OF WARRANTS:	49	\$145,748.65**

12/08/16 PAGE 11
 12/08/16 PAGE 11
 DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE SUMMARY BY OBJECT
 FOR WARRANTS DATED 12/09/2016

FUND : 01 GENERAL FUND/COUNTY SCH. SERV.

54774-66

OBJECT	DESCRIPTION	AMOUNT
4200	BOOKS OTHER THAN TEXTBOOKS	490.60
4300	MATERIALS AND SUPPLIES	14,824.68
4400	NONCAPITALIZED EQUIPMENT	2,233.73
5200	TRAVEL AND CONFERENCE	1,442.38
5500	OPERATIONS & HOUSEKEEPING SERV	650.32
5600	RENTALS, LEASES AND REPAIRS	5,943.84
5800	CONSULTING SERV/OPERATING EXP	16,049.29
5900	COMMUNICATIONS	15,032.18
6400	EQUIPMENT	35,717.95
8600	LOCAL REVENUES	50.00
	TOTAL FUND :	92,434.97

OBJECT	DESCRIPTION	AMOUNT
5200	TRAVEL AND CONFERENCE	125.00
TOTAL FUND :		125.00

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	30,400.00
TOTAL FUND	:	30,400.00

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/09/2016

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	3,351.97
	TOTAL FUND :	3,351.97
	TOTAL DISTRICT:	126,311.94

Vendor#	Vendor name (remitt)	Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
000125	ALL ACTION AWARDS	PV-000609	FLD NOT USED	383128	UNDISTRIBUTED	MATERIALS AND SUPPLIES	12.45 *
					WARRANT TOTAL		\$12.45 *
005159	APPLE INC.	PO-000312	ARBUCKLE ELEMENTARY SCHOOL	383129	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	20.43
		PO-000324	FLD NOT USED		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	61.28
					WARRANT TOTAL		\$81.71 *
000141	ARBUCKLE PUBLIC UTILITIES	PV-000616	FLD NOT USED	383130	UNDISTRIBUTED	WATER	40.00 *
					WARRANT TOTAL		\$40.00 *
001828	DWIGHT BALLEW	PV-000594	FLD NOT USED	383131	UNDISTRIBUTED	TRAVEL AND CONFERENCE	61.56
			FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	115.54
					WARRANT TOTAL		\$177.10 *
005301	MICHAEL BARBER	PV-000627	PIERCE HIGH SCHOOL	383132	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	130.81 *
					WARRANT TOTAL		\$130.81 *
000179	BUSWEST NORTH	PV-000605	FLD NOT USED	383133	UNDISTRIBUTED	MATERIALS AND SUPPLIES	494.22 *
					WARRANT TOTAL		\$494.22 *
003208	CDW-G COMPUTING SOLUTIONS	PO-000291	JOHNSON JR HIGH SCHOOL	383134	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	81.81
		PO-000296	DO-PHS		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	247.77
		PO-000311	DO-PHS		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	247.77
		PO-000315	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	108.21
		PO-000316	DO-PHS		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	991.07
					WARRANT TOTAL		\$1,676.63 *
005264	DE LAGE LANDEN PUBLIC FINANCE	PV-000610	FLD NOT USED	383135	UNDISTRIBUTED	COPY MACHINE MAINTENANCE	1,429.08
			ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	2,200.08
			JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	1,641.51
					WARRANT TOTAL		\$5,270.67 *
005483	EDUCATION.COM	PO-000265	ARBUCKLE ALTERNATIVE HIGH SCH ALTERNATIVE SCHOOLS	383136	UNDISTRIBUTED	MATERIALS AND SUPPLIES	150.00 *
					WARRANT TOTAL		\$150.00 *
000899	EMING IRRIGATION	PV-000598	FLD NOT USED	383137	UNDISTRIBUTED	MATERIALS AND SUPPLIES	590.78 *
					WARRANT TOTAL		\$590.78 *

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BILL WARRANT REGISTER
FOR WARRANTS DATED 12/09/2016
6998

BATCH 0022 ACCOUNTS PAYABLE

Vendor#	Vendor name (remic)	Warrant	GOAL	OBJECT	Amount
001459	DONALD FRIEL PV-000628	PIERCE HIGH SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	356.02 *
000127	FRONTIER PV-000606 PV-000611 PV-000612	FLD NOT USED FLD NOT USED FLD NOT USED	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS COMMUNICATIONS COMMUNICATIONS	44.90 14,912.71 74.57 \$15,032.18 *
000574	CAROL GEYER PV-000595	FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	15.00 *
000074	GOPHER PO-000228 PO-000230	JOHNSON JR HIGH SCHOOL PIERCE HIGH SCHOOL	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	550.50 174.83 \$725.33 *
005246	GREAT AMERICA FINANCIAL SVCS. PV-000620	FLD NOT USED	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	2,899.04 \$2,899.04 *
004902	GEORGE GRIFFIN PV-000593	GRAND ISLAND ELEMENTARY SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	196.56 \$196.56 *
005119	HD SUPPLY FACILITIES MAINT PV-000599 PV-000613 PV-000614	FLD NOT USED FLD NOT USED FLD NOT USED	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	151.72 91.36 94.17 \$337.25 *
001787	INLAND BUSINESS SYSTEMS PV-000608	FLD NOT USED	REGULAR EDUCATION, K-12 WARRANT TOTAL	EQUIPMENT	35,717.95 \$35,717.95 *
005192	CATHERINE LOPEZ PV-000592	FLD NOT USED	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	20.52 \$20.52 *
003446	TAMMY MINTEN PV-000597	FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	20.52 \$20.52 *
005350	NSADA PO-000256	PIERCE HIGH SCHOOL	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	40.00

Vendor# Vendor name (remitt) Warrant
 Reference SCHOOL
 GOAL
 WARRANT TOTAL Amount

002580 ORIENTAL TRADING CO 383149
 PO-000325 ARBUCKLE ELEMENTARY SCHOOL
 REGULAR EDUCATION, K-12
 WARRANT TOTAL \$40.00 *
 MATERIALS AND SUPPLIES

000094 PACIFIC GAS & ELECTRIC CO 383150
 PV-000617 FLD NOT USED
 PV-000618 FLD NOT USED
 UNDISTRIBUTED GAS AND ELECTRICITY 90.25
 UNDISTRIBUTED GAS AND ELECTRICITY 520.07
 WARRANT TOTAL \$610.32 *
 WARRANT TOTAL

001040 PIERCE JOINT UNIFIED SCHOOL 383151
 PV-000621 PIERCE HIGH SCHOOL
 PV-000623 PIERCE HIGH SCHOOL
 REGULAR EDUCATION, K-12 CONSULTING SERV/OPERATING EXP 33.00
 VOCATIONAL EDUCATION MATERIALS AND SUPPLIES 30.00
 WARRANT TOTAL \$63.00 *
 WARRANT TOTAL

005321 PIQE 383152
 PO-000253 FLD NOT USED
 REGULAR EDUCATION, K-12 CONSULTING SERV/OPERATING EXP 8,500.00
 WARRANT TOTAL \$8,500.00 *
 WARRANT TOTAL

000233 PUUSD REVOLVING ACCOUNT 383153
 RC-000003 PIERCE HIGH SCHOOL
 PIERCE HIGH SCHOOL
 FLD NOT USED
 GRAND ISLAND ELEMENTARY SCHOOL
 PIERCE HIGH SCHOOL
 FLD NOT USED
 FLD NOT USED
 FLD NOT USED
 FLD NOT USED
 REGULAR EDUCATION, K-12 TRAVEL AND CONFERENCE 385.00
 REGULAR EDUCATION, K-12 COPY MACHINE MAINTENANCE 673.17
 UNDISTRIBUTED LEASES AND RENTALS 50.00
 UNDISTRIBUTED MATERIALS AND SUPPLIES 11.16
 VOCATIONAL EDUCATION NONCAPITALIZED EQUIPMENT 2,233.73
 UNDISTRIBUTED MATERIALS AND SUPPLIES 882.02
 UNDISTRIBUTED MATERIALS AND SUPPLIES 1,919.95
 UNDISTRIBUTED MATERIALS AND SUPPLIES 550.00
 WARRANT TOTAL \$6,705.03 *
 WARRANT TOTAL

000682 PLATT ELECTRIC SUPPLY 383154
 PV-000600 FLD NOT USED
 PV-000601 FLD NOT USED
 PV-000602 FLD NOT USED
 PV-000624 PIERCE HIGH SCHOOL
 PV-000625 PIERCE HIGH SCHOOL
 PV-000626 PIERCE HIGH SCHOOL
 UNDISTRIBUTED MATERIALS AND SUPPLIES 647.34
 UNDISTRIBUTED MATERIALS AND SUPPLIES 319.63
 UNDISTRIBUTED MATERIALS AND SUPPLIES 27.50
 VOCATIONAL EDUCATION MATERIALS AND SUPPLIES 2,925.65
 VOCATIONAL EDUCATION MATERIALS AND SUPPLIES 475.23
 VOCATIONAL EDUCATION MATERIALS AND SUPPLIES 1,580.71
 WARRANT TOTAL \$5,976.06 *
 WARRANT TOTAL

005347 LISA NILSEN RAYMOND 383155
 PV-000590 FLD NOT USED
 UNDISTRIBUTED TRAVEL AND CONFERENCE 42.12
 WARRANT TOTAL \$42.12 *
 WARRANT TOTAL

003466 SAC-VAL 383156
 PV-000603 FLD NOT USED
 UNDISTRIBUTED MATERIALS AND SUPPLIES 1,049.76
 WARRANT TOTAL \$1,049.76 *
 WARRANT TOTAL

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0022 ACCOUNTS PAYABLE
6998

Vendor#	Vendor name (renitl) Reference	Warrant	GOAL	OBJECT	Amount
004175	SAN JOSE STATE UNIV FOUNDATION PV-000619	383157	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	125.00 125.00 \$250.00 *
003187	SCHOOL SAFETY SOLUTIONS,LLC PV-000607	383158	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	274.80 \$274.80 *
000310	SCHOOL SPECIALTY INC PO-000323	383159	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	118.57 \$118.57 *
005061	SUMNER SHADLEY PV-000596	383160	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	70.20 \$70.20 *
005309	SOMMERS ARCHITECTURE PV-000622	383161	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	30,400.00 \$30,400.00 *
004205	JERREY STUVENBERG PV-000591	383162	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	350.36 \$350.36 *
003621	SYNCB/AMAZON PO-000239 PO-000241 PO-000243 PO-000244 PO-000263 PO-000278	383163	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 VOCATIONAL EDUCATION REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES BOOKS OTHER THAN TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	125.74 182.74 534.55 490.60 169.82 30.01 \$1,533.46 *
005115	TOP TIER DATA.COM INC. PO-000251 PO-000284 PO-000300	383164	REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	2,676.20 1,048.75 617.50 \$4,342.45 *
003178	TRI COUNTY PETROLEUM INC PV-000604	383165	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	FUEL FUEL	253.45 1,589.88 \$1,853.33 *
000111	WALLACE SAFE & LOCK CO INC PV-000615	383166	UNDISTRIBUTED	MATERIALS AND SUPPLIES	128.82

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST. BILL WARRANT REGISTER
 FOR WARRANTS DATED 12/09/2016 BATCH 0022 ACCOUNTS PAYABLE 6998

Vendor#	Vendor name (remitt)	Warrant	GOAL	OBJECT	Amount
	Reference SCHOOL				

***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS: 39		TOTAL AMOUNT OF WARRANTS:	\$126,311.94*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS: 39		TOTAL AMOUNT OF WARRANTS:	\$126,311.94**

WARRANT TOTAL					\$128.82 *

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/02/2016

FUND : 01

GENERAL FUND/COUNTY SCH. SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	5,946.32
4200	BOOKS OTHER THAN TEXTBOOKS	57.84
4300	MATERIALS AND SUPPLIES	4,259.30
5200	TRAVEL AND CONFERENCE	51.54
5500	OPERATIONS & HOUSEKEEPING SERV	11,891.30
5600	RENTALS, LEASES AND REPAIRS	628.46
5800	CONSULTING SERV/OPERATING EXP	37,156.49
5900	COMMUNICATIONS	3,101.60
9514	HEALTH/WELFARE LIAB	136,764.50
9516	WORKER'S COMP LIAB	13,204.00
	TOTAL FUND :	213,061.35

511001

OBJECT	DESCRIPTION	AMOUNT
4700	FOOD	1,806.05
8600	LOCAL REVENUES	6.50
	TOTAL FUND :	1,812.55

DISTRICT: 034 PIERCE JT. UNIF. SCH. DIST.

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 12/02/2016

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	69.83
	TOTAL FUND :	69.83
	TOTAL DISTRICT:	214,943.73

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

FOR WARRANTS DATED 12/02/2016

BATCH 0021 ACCOUNTS PAYABLE

6998

Vendor#	Vendor name (rem't) Reference	Warrant SCHOOL	GOAL	OBJECT	Amount
005202	BOZ ELECTRIC PO-000301	FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	950.00 \$950.00 *
001849	BUTTE SAND & GRAVEL PV-000582	PIERCE HIGH SCHOOL	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	1,617.22 \$1,617.22 *
002124	CALIFORNIA'S VALUED TRUST PV-000586	FLD NOT USED	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	HEALTH & WELFARE-CERTIFICATED HEALTH/WELFARE LIAB	5,946.32 136,764.50 \$142,710.82 *
000043	COLUMBIA COUNTY OFFICE OF ED PV-000580	FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	WORKER'S COMP LIAB	13,204.00 \$13,204.00 *
000588	DEMCO INC PO-000288	JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	133.10 \$133.10 *
004850	FAGEN FRIEDMAN & FULFROST LLP PV-000583	FLD NOT USED	UNDISTRIBUTED WARRANT TOTAL	LEGAL FEES	14,169.43 \$14,169.43 *
005408	RON FISHER PV-000571	JOHNSON JR HIGH SCHOOL JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	55.12 13.94 \$69.06 *
002888	FOLLETT EDUC SERV PO-000298	ARBUCKLE ELEMENTARY SCHOOL GRAND ISLAND ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	1,196.00 1,196.00 1,196.00 \$3,588.00 *
000574	CAROL GEYER PV-000568	FLD NOT USED	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE	31.98 10.50 \$42.48 *
005183	AMY HANNON PV-000572	JOHNSON JR HIGH SCHOOL	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	35.59 \$35.59 *
003049	HOME DEPOT CREDIT SERVICES PV-000588	FLD NOT USED	UNDISTRIBUTED	MATERIALS AND SUPPLIES	20.00

DISTRICT: 34 PIERCE JT. UNIF. SCH. DIST.

BATCH 0021 ACCOUNTS PAYABLE

Vendor#	Vendor name (remic) Reference	Warrant	GOAL	OBJECT	Amount
001787	INLAND BUSINESS SYSTEMS PV-000576 PV-000577 PV-000578	FLD NOT USED FLD NOT USED FLD NOT USED	382956	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	105.69 78.46 74.39 \$258.54 *
000483	BLAKE KITCHEN PV-000569	FLD NOT USED	382957	REGULAR EDUCATION, K-12 WARRANT TOTAL	48.18 \$48.18 *
003742	LAKESHORE LEARNING MATERIALS PO-000290	GRAND ISLAND ELEMENTARY SCHOOL	382958	REGULAR EDUCATION, K-12 WARRANT TOTAL	48.98 \$48.98 *
005497	SARAFIN MARTINEZ PV-000579	FLD NOT USED	382959	FOOD SERVICE SALES WARRANT TOTAL	6.50 \$6.50 *
003446	TAMMY MINTEN PV-000570	FLD NOT USED	382960	TRAVEL AND CONFERENCE WARRANT TOTAL	41.04 \$41.04 *
002539	MITTEL CLOUD SERVICES PV-000589	FLD NOT USED	382961	COMMUNICATIONS WARRANT TOTAL	1,068.71 \$1,068.71 *
002532	MITTEL LEASING PV-000585	FLD NOT USED	382962	COMMUNICATIONS WARRANT TOTAL	1,032.89 \$1,032.89 *
002580	ORIENTAL TRADING CO PO-000252	GRAND ISLAND ELEMENTARY SCHOOL	382963	REGULAR EDUCATION, K-12 WARRANT TOTAL	66.44 \$66.44 *
000094	PACIFIC GAS & ELECTRIC CO PV-000587	FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	382964	GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY GAS AND ELECTRICITY COMMUNITY SERVICES WARRANT TOTAL	4,361.60 1,258.90 2,673.47 3,451.86 120.49 24.98 \$11,891.30 *
001939	TRISH PESEK PV-000573	GRAND ISLAND ELEMENTARY SCHOOL	382965	REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES	28.33

Vendor# Vendor name (remic) Warrant GOAL OBJECT Amount
Reference SCHOOL

005484 PLAYSCRIPTS INC 382966 REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES \$99.79 *
PO-000274 JOHNSON JR HIGH SCHOOL WARRANT TOTAL \$28.33 *

003820 PURCHASE POWER 382967 UNDISTRIBUTED COMMUNICATIONS 1,000.00 *
PV-000575 FLD NOT USED WARRANT TOTAL \$1,000.00 *

001535 ROHRER BROS INC 382968 UNDISTRIBUTED FOOD 1,806.05 *
PV-000581 FLD NOT USED WARRANT TOTAL \$1,806.05 *

000310 SCHOOL SPECIALTY INC 382969 REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 202.63
PO-000238 JOHNSON JR HIGH SCHOOL UNDISTRIBUTED MATERIALS AND SUPPLIES 69.83
PO-000313 FLD NOT USED WARRANT TOTAL \$272.46 *

003064 SCHOOL SPECIALTY/CLASSROOM DIR 382970 REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 57.80
PO-000303 GRAND ISLAND ELEMENTARY SCHOOL WARRANT TOTAL \$57.80 *

005485 SHERMAN GARNETT & ASSOC 382971 REGULAR EDUCATION, K-12 CONSULTING SERV/OPERATING EXP 1,700.00
PO-000282 FLD NOT USED MATERIALS AND SUPPLIES 810.00
PO-000295 FLD NOT USED WARRANT TOTAL \$2,510.00 *

005499 STATE OF CALIFORNIA 382972 UNDISTRIBUTED CONSULTING SERV/OPERATING EXP 16,643.37
PV-000584 FLD NOT USED WARRANT TOTAL \$16,643.37 *

003621 SYNCB/AMAZON 382973 REGULAR EDUCATION, K-12 BOOKS OTHER THAN TEXTBOOKS 57.84
PO-000240 JOHNSON JR HIGH SCHOOL UNDISTRIBUTED MATERIALS AND SUPPLIES 85.80
PO-000242 FLD NOT USED REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 300.00
PO-000245 ARBUCKLE ELEMENTARY SCHOOL REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 23.33
PO-000262 JOHNSON JR HIGH SCHOOL REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 456.36
PO-000279 JOHNSON JR HIGH SCHOOL REGULAR EDUCATION, K-12 MATERIALS AND SUPPLIES 50.32
PO-000283 JOHNSON JR HIGH SCHOOL WARRANT TOTAL \$973.65 *

001199 UMPQUA BANK 382974 UNDISTRIBUTED RENTALS, LEASES AND REPAIRS 550.00
PV-000574 FLD NOT USED WARRANT TOTAL \$550.00 *

*** BATCH TOTALS *** TOTAL NUMBER OF WARRANTS: 30 TOTAL AMOUNT OF WARRANTS: \$214,943.73*
*** DISTRICT TOTALS *** TOTAL NUMBER OF WARRANTS: 30 TOTAL AMOUNT OF WARRANTS: \$214,943.73**

Third Shoe, Inc.



349 Silver Lake Drive
Chico, CA 95973
(530)898-0123

December 13, 2016

Carol Geyer
Superintendent
Pierce Joint Unified School District
540A Sixth Street
Arbuckle, CA. 95912

Subject: Agreement for Consulting Services
Units 200 & 400 Computer Lab Removal
Lloyd Johnson Junior High School
960 Wildwood Road
Arbuckle, CA. 95912

Dear Ms. Geyer,

I am glad to have the opportunity to continue a working relationship with Pierce Joint Unified School District. Please review, sign and return one (1) original of the attached Agreement for Consulting Services with Third Shoe, Inc. for the Computer Lab Removal at Units 200 & 400 at Lloyd Johnson Junior High School in Arbuckle.

The scope of work shall include the removal of two computer labs in unit 200 and one computer lab in unit 400. The work shall include enlarging the existing classrooms on each side of the removed computer lab including the modifications to the wall framing, t-bar ceiling, HVAC supply & return diffusers, ceiling lighting, power for the computers, smoke detectors, conduit and wiring, painting and patching of the existing walls. The work will also include the review and upgrades if needed to the existing boys and girls restrooms. Gates and fire access review of the existing site and acceptance by local fire authority will not be required by DSA and not part of this work. The duration of this contract shall be from December 19, 2016 through an approximate completion of August 31, 2017. The compensation for this project shall be on a fixed fee basis. See attached fixed fee schedule below:

Task	Fee
Site visit, ADA Survey & field verify existing conditions Architect, Structural Engineer, Mechanical Engineer & Electrical Engineer	\$2950
Construction Documents Include the following documents: 1. Cover sht./ plot plan/general notes	\$24,580

<ol style="list-style-type: none"> 2. Site plan/ADA access entire campus 3. Demo & New Enlarged Floor Plans – Unit 200 4. Demo & New Enlarged Floor Plans – Unit 400 5. Demo & New Enlarged Boys & Girls Restroom Floor Plans 6. Demo & New Enlarged Reflected Ceiling Plans – Unit 200 7. Demo & New Enlarged Reflected Ceiling Plans – Unit 400 8. Reflected Ceiling Details 9. Interior Elevations for Classroom New Walls 10. Architectural details 11. Specifications in Project Manual Book 12. Structural framing plan and structural details 13. Structural Calculations 14. Demo & New HVAC Floor Plans 15. HVAC Details 16. Demo & new Plumbing floor plans 17. Plumbing Details 18. Demo & New Power plans 19. Demo & New Lighting Plans 20. Fire Alarm Plans/Details 21. Low Voltage Plans, including data 22. Submit construction documents to DSA for plan check review electronically through “The Box” 23. Redline comments from DSA plan check 24. DSA back check review & approval. 	
<p>Bidding-</p> <p>Prepare & issue documents for Bidding</p> <p>Prepare Addendums with DSA review & approval</p> <p>Attend Bid Walk Through with district & bidders- Architect only</p>	\$2420
<p>Construction Administration</p> <p>Attend Pre-construction meeting with contractor & DSA inspector- architect only</p> <p>Review submittals from contractor</p> <p>Review and answer RFIs</p> <p>Prepare CCDs with DSA approval</p> <p>DSA forms/paperwork</p> <p>Provide DSA-6AE Interium Verified Reports for DSA Inspector card Sign-off-(limited to 2 site visits & reports)</p> <p>Upload & interact with DSA through “The Box”</p> <p>Final Observation/Punch list walk through- Architect, Mechanical Engineer & Electrical Engineer</p>	\$8390
<p>Project Closeout with DSA</p> <p>Prepare documents for closeout</p> <p>DSA forms/paperwork</p>	\$1540
<p>Total Fee</p> <p>This fee proposal is good for 30 days. After 30 days fee subject to change.</p>	\$39,880

Reimburseables- Printing costs to be billed at cost plus 10%- Estimated Budget	\$3000
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All additional Services shall be billed at an hourly rate of \$120.00. Department of the State Architect(DSA) Fees to be paid by school district.

All invoices will be billed based upon the percentage complete for each item in each task. All invoices are due and payable no more than 14 days after the invoice date. Interest of 12% annually will accrue on invoices 60 days past due. All documents produced by Third Shoe, Inc. are copyrighted under US copyright laws. Third Shoe, Inc. holds copyrights to all instruments of service until transferred or grants licenses for those rights

I hope this meets with your approval and I look forward to continue my relationship with Pierce Joint Unified School District.

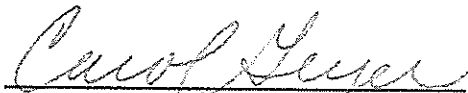
Sincerely,
Third Shoe, Inc.

Alan S. Chambers
Principal

ACCEPTED
IN WITNESS WHEREOF, Pierce Joint Unified School District and Third Shoe, Inc have executed this Agreement.

CLIENT
Pierce Joint Unified School District

CONSULTANT
Third Shoe, Inc



By: Carol Geyer, Superintendent

Date: 12/13/16



By: Alan S. Chambers, CFO

Date: 12/13/16



James Marta & Company LLP
Certified Public Accountants

Accounting, Auditing, Consulting, and Tax

December 12, 2016

Daena Meras
Chief Business Official
Pierce Joint Unified School District
540A 6th Street
Arbuckle, California 95912

RE: Performance and Financial Audit for 2016 Measure B Bond.

We are pleased to confirm our understanding of the services we are to provide for Pierce Joint Unified School District.

I. SCOPE OF WORK

We have been engaged to perform an audit of Pierce Joint Unified School District's 2016 Measure B Bond, Balance Sheet as of June 30, 2017, and the related Statement of Revenues and Expenditures and Changes in Fund Balance for the year then ended. We are also engaged to conduct a performance audit in accordance with standards applicable to performance audits contained in Government Auditing Standards issued by the Comptroller General of the United States.

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and in accordance with Government Auditing Standards and provide assistance with the preparation of the financial statements. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and in accordance with Government Auditing Standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

II. MANAGEMENT'S RESPONSIBILITIES

At the outset, it is imperative that we state the scope of your responsibilities in connection with this engagement:

- a. The financial statements are the responsibility of Pierce Joint Unified School District's management.
- b. Encompassed in that responsibility is the establishment and maintenance of effective internal control over financial reporting, the establishment and maintenance of proper accounting records, and the selection of appropriate accounting principles.
- c. Management is responsible for the design and implementation of programs and controls to prevent or detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (a) management, (b) individuals who have significant roles in internal control, and (c) others where the fraud could have a material effect on the financial statements.
- d. Management is also responsible for informing us of its knowledge of any allegations of fraud or suspected fraud affecting the organization received in communications from members, regulators, or others. In addition, management is responsible for identifying and ensuring that the entity complies with applicable laws and regulations.
- e. Management is responsible:
 - i. for the identification of the applicable reporting framework.
 - ii. for the preparation and fair presentation of financial statements in accordance with accounting principles generally accepted in the United States of America.
 - iii. for the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- f. Management is responsible to provide us with:
 - i. access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - ii. additional information that we may request from management for the purpose of the audit; and
 - iii. unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

We will assist in the preparation of your financial statements, but the responsibility for the financial statements remains with you. You are responsible for adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

As part of our engagement we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on your financial statements. Further, you are responsible for designating a qualified management-level individual to be responsible and accountable for overseeing these services.

III. OUR RESPONSIBILITY

Our responsibility is to express an opinion as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles, and is limited to the period covered by our audit. Facts and circumstances may require us to qualify that opinion, or to disclaim it, or to express an adverse opinion. We will also express an opinion on performance requirements for the District's 2016 Measure B general obligation bond funds. Other facts and circumstances may require us to provide additional information on our report. We will keep you informed if and when we begin to reach conclusions that our report may need to be modified because of such facts and circumstances.

IV. CHARACTER AND LIMITATIONS OF AN AUDIT

Our audit will be conducted in accordance with generally accepted auditing standards. Those standards require that we initially assess the risk that errors, fraud, irregularities, and illegal acts may cause the financial statements to contain a material misstatement. This is necessary because we do not audit all the transactions and balances in the financial statements, only a selected portion of them, in some cases a very small portion. The costs for us to examine a large portion of them, or all of them of a certain category, or all of them in all categories, would be prohibitive. Consequently, there are risks.

In making this initial assessment, we are required to obtain an understanding of the entity and its environment, including its internal control, sufficient to assess the risks of material misstatement of financial statements and to design appropriate audit procedures. Those considerations mandate your complete cooperation and honesty about your knowledge and understanding of the possibility of the existence of errors, fraud, irregularities and illegal acts. By signing this letter, you agree that you will provide this cooperation and that you will be totally honest with us.

Based on that assessment, the standards require us to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement, whether caused by errors, fraud, irregularities and illegal acts. Accordingly, a material misstatement may remain undetected. While we are required to exercise due care and professional skepticism, since our opinion is based on the concept of reasonable assurance, we are not an insurer and our report does not constitute a guarantee. We will inform you of all matters of fraud that come to our attention. We will also inform you of illegal acts that come to our attention, unless they are clearly inconsequential. We will inform you of any need to extend our procedures because of them and our estimate of their additional cost.

The discovery, subsequent to the date of the auditor's report, that one or more errors, frauds, irregularities, or illegal acts causing the financial statements to contain one or more material misstatements, have occurred does not necessarily mean that our audit was not conducted in accordance with generally accepted auditing standards.

An audit includes obtaining an understanding of internal control sufficient to plan the audit, but is not designed to provide assurance on internal control or to identify significant deficiencies conditions. However, during the audit, if we become aware of such reportable conditions or ways that we believe management practices can be improved, we will communicate them to you in a separate letter.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include direct confirmation of certain assets, revenues and expenses by correspondence with selected individuals, legal counsel, creditors, and financial institutions.

Management is responsible for making all financial records and related information available for purposes of the audit.

In the event that the financial information provided is incomplete or inaccurate, then we will either complete the work at our standard rate, or delay the audit until this information is complete and accurate.

At the conclusion of our audit, we will require you to furnish us a management representation letter confirming, among others, your responsibility for your financial statements and for the design and implementation of program and controls to prevent and detect fraud. This letter is a required audit procedure prior to issuing our report. By signing this engagement letter and furnishing a management representation letter, you agree to indemnify us and hold us harmless for any liability and costs arising from knowing misrepresentations by management.

In accordance with auditing standards generally accepted in the United States of America, we will also issue a written report describing the scope of our testing over internal control over financial reporting, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

V. OTHER STIPULATIONS

Fees

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. Unpaid fee balances will bear interest at 18 percent per annum. Our fee for the audits will not exceed \$5,500 for the year ended June 30, 2017.

This fee includes a presentation to the Bond Oversight Committee. We will bill you on a monthly basis for our services and invoices are payable upon presentation. Unpaid fee balances 30 days overdue will bear interest at 18 percent per annum. This fee is based upon the assumption that the closing journal entries will be made and accounting will be finalized and closed before the year end audit fieldwork. Additional time and billing charges will incur if accounting service is provided for closing accounting records. Attendance at special meetings will be billed at our hourly rates.

Whenever possible, we will attempt to use your organization's personnel to assist in the preparation of schedules and analyses of accounts. We understand that your employees will prepare all cash or other confirmations we request and will locate any invoices selected by us for testing. This effort could substantially reduce our time requirements, facilitate the timely conclusion of the audit, and help you hold down audit fees.

Our initial fee estimate assumes we will receive the aforementioned assistance from your personnel and unexpected circumstances will not be encountered. In the event that the GASB, FASB, AICPA, GAO, OMB, or the State of California issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. If to complete our work or in conjunction with our audit we are asked or are required to perform account reconciliation or other work not otherwise in the scope of an audit, our fee for addressing the additional requirements will be at our standard hourly rates for each person involved in the additional work.

In the event we are required to respond to discovery requests, subpoenas, and outside inquiries, we will first obtain your permission unless otherwise required to comply under the law. Our time and expense to comply with such requests will be charged at our standard hour rates in addition to the stated contract.

Reports

We will issue a report on the audit of the Pierce Joint Unified School District's 2016 Measure B Bond for the year ended June 30, 2017. The purpose of an audit is to express an opinion as to whether your financial statements are fairly presented, in all material respects in conformity with United States generally accepted accounting principles, and is limited to the period covered by our audit. We will issue a written report upon the completion of our audit to the Pierce Joint Unified School District. Our report will be addressed to the Citizens' Bond Oversight Committee of Pierce Joint Unified School District. We cannot provide assurance that an unmodified opinion will be expressed. Circumstances may arise in which it is necessary to modify our opinion, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. In the event we must withdraw from the engagement, our fees will be limited to the fees incurred up to the point of withdrawal.

We will also issue a written report on internal control, a report to those charged with governance and a management comment letter (if applicable).

At the conclusion of our audit engagement, we will communicate to those charged with governance the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

We will provide you with 10 copies of the report and a PDF format copy. If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

The intended users of the report are the board of directors of the Pierce Joint Unified School District and the Citizens Bond Oversight Committee. You agree to be responsible to distribute the reports to those charged with governance and to the appropriate officials of the responsible party.

Working Papers

The working papers for this engagement are the property of James Marta & Company LLP and constitute confidential information. However, we may be requested to make certain working papers available or provide copies of them to certain regulators pursuant to authority given to it by law or regulation or peer reviewers. If requested, access to such working papers will be provided under the supervision of James Marta & Company LLP. The regulator's may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

We agree to retain our work papers related to this audit for a period of at least seven (7) years from the date of our report.

Mediation Provision

Disputes arising under this agreement (including scope, nature, and quality of services to be performed by us, our fees and other terms of the engagement) shall be submitted to mediation. A competent and impartial third party, acceptable to both parties shall be appointed to mediate, and each disputing party shall pay an equal percentage of the mediator's fees and expenses. No suit or arbitration proceedings shall be commenced under this agreement until at least 60 days after the mediator's first meeting with the involved parties. If the dispute requires litigation, the court shall be authorized to impose all costs against any non-prevailing party found not to have participated in the mediation process in good faith.

Several technical accounting and auditing words and phrases have been used herein. We presume you to understand their meaning or that you will notify us otherwise so that we can furnish appropriate explanations.

If the foregoing is in accordance with your understanding, please indicate your agreement by signing a copy of this letter and returning it to us.

We appreciate the opportunity to serve you and look forward to working with you and your staff.

Sincerely,

James Marta & Company LLP

James Marta & Company LLP
Certified Public Accountants


RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Pierce Joint Unified School District

Approved by: *[Signature]*
Title: *Chief Business Official*
Date: *1/9/17*

Pierce Joint Unified School District
Overnight Field Trip Request

Date Submitted: 1/10/2014 Site Approval: 
Date: 1/10/17

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: FFA ParliPro team
Teacher(s) Submitting Request (*Field Trip Supervisor*): George Green

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 8 Number of adult volunteers: _____

List adult volunteers/chaperones: possibly Lorraine Marsh
or Laurie Amsler if needed

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: Jan ~~28~~ 27 @ 4 pm
from P.H.S.

Scheduled Return (include time): Jan 28 @ 7 pm

Destination (address required): Minarets H.S., O'Neils Ca.

Contact Phone Number at Destination (required): 530-701-1201

(OVER)

Pierce Joint Unified School District
Overnight Field Trip Request

Date Submitted: 1/10/2017 Site Approval: [Signature]
Date: 1/10/17

As outlined in the district's administrative regulations, requests for overnight field trips must be submitted thirty days prior to the date of the next regularly scheduled Board meeting. The Board will approve or disapprove the request and notify the teacher at the next regularly scheduled Board meeting after receipt of the request.

Event/Group Title: FFA Parli'Pro team

Teacher(s) Submitting Request (*Field Trip Supervisor*): George Green

Pending Qualification

The teacher(s) submitting the request will be designated the *Field Trip Supervisor* and assumes responsibility at all times for supervising student activities and shall assume responsibility for the proper conduct of all participants.

Number of students participating: 8 Number of adult volunteers: _____

List adult volunteers/chaperones: possibly Lorraine Marsh
or Laurie Amster if needed

For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: Apr 20 @ ~~3~~ 3:30 pm
from PHS

Scheduled Return (include time): Apr 22 @ 9 pm

Destination (address required): Fresno Hilton Van Ness St
Fresno CA, Fresno Convention Center

Contact Phone Number at Destination (required): 530-761-1201

POLICY GUIDE SHEET

December 2016

Page 1 of 3

Note: Descriptions below identify revisions made in CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts should review the sample materials and modify their own policies accordingly.

AR 1340 - Access to District Records

(AR revised)

Regulation updated to reflect **NEW LAW** (AB 2843, 2016) which prohibits disclosure of employees' personal cell phone numbers and birth dates, and **NEW LAW** (AB 2853, 2016) which authorizes the district, in response to a public records request, to post public records on its web site and refer the requesting member of the public to the location of the records on the web site. Regulation also revised to clarify access to documents containing names, salaries, and pension benefits of district employees and to records pertaining to claims and litigation against the district.

BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures

(BP/AR added)

New policy and regulation include material formerly in BP/AR 3311 - Bids pertaining to requirements of the Uniform Public Construction Cost Accounting Act (UPCCAA). Policy also adds prohibition against splitting a project or purchase into smaller work orders in order to evade requirements for competitive bidding, and legal authority to suspend the UPCCAA bidding process for the replacement or repair of a school facility in cases of emergency. Regulation also clarifies the requirement to disseminate the bid notice to the district's list of contractors.

AR 3311.3 - Design-Build Contracts

(AR added)

New regulation includes material formerly in BP/AR 3311 - Bids pertaining to requirements for awarding design-build contracts. Minor editorial changes made to clarify the process and more directly reflect law.

BP 3470 - Debt Issuance and Management

(BP added)

New policy reflects **NEW LAW** (SB 1029, 2016) which mandates that boards adopt a debt management policy prior to issuing any debt, including, but not limited to, general obligation bonds, tax and revenue anticipation notes, and certificates of participation. Policy addresses the components mandated by law, including (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.

AR 3543 - Transportation Safety and Emergencies

(AR revised)

Regulation updated to reflect **NEW LAW** (SB 1072, 2016) which (1) expands the required components of the transportation safety plan to include procedures to ensure that a student is not left unattended on the bus and procedures for designating an adult chaperone to accompany students on a student activity bus, and (2) requires installation of a child safety alert system on school buses by the beginning of the 2018-19 school year. Regulation also reflects **NEW LAW** (AB 1785, 2016) which prohibits a bus driver from using any electronic wireless communications device while driving, except when the device is voice-operated and used in hands-free mode or with a function that requires only a single swipe or tap of the driver's finger.

POLICY GUIDE SHEET

December 2016

Page 2 of 3

BP/AR 4030 - Nondiscrimination in Employment

(BP/AR revised)

Policy and regulation updated to reflect **NEW STATE REGULATIONS** (Register 2015, No. 50), as renumbered, which specify certain requirements to be included in district policy or regulation and extend protections against discrimination to unpaid interns and volunteers. Policy also adds requirement to post the California Department of Fair Employment and Housing publication on workplace discrimination and harassment, and reflects **NEW LAW** (SB 1063, 2016) which prohibits the payment of different wage rates based on race or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation. Regulation reflects provisions of new state regulations regarding training of supervisors and dissemination of the district's nondiscrimination policy to all employees.

BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment

(BP/AR revised)

Policy and regulation updated to reflect **NEW STATE REGULATIONS** (Register 2015, No. 50), as renumbered, which extend protections against sexual harassment to unpaid interns and volunteers, require districts to instruct supervisors to report complaints, and revise requirements pertaining to the training of supervisory employees.

BP 5030 - Student Wellness

(BP revised)

Policy updated to reflect **NEW FEDERAL REGULATIONS** (81 Fed. Reg. 50151) which address the content of the wellness policy, assurance of stakeholder participation in the development and updates of the policy, and periodic assessment and disclosure of compliance. Policy also reflects **NEW STATE LAW** (SB 1169, 2016) which no longer requires posting of district policy on nutrition and physical activity within cafeterias/eating areas, but does require annually informing the public of the content and implementation of the policy.

AR 5111.1 - District Residency

(AR revised)

Policy updated to reflect **NEW LAW** (SB 1455, 2016) which establishes residency within the district for enrollment purposes to students whose parent/guardian is transferred or pending transfer into a military installation within district boundaries. Policy also reflects **NEW LAW** (AB 2537, 2016) which indefinitely extends district authority to grant Allen Bill transfers for students whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week.

BP 5116.2 - Involuntary Student Transfers

(BP added)

New policy reflects **NEW LAW** (SB 1343, 2016) which authorizes districts to involuntarily transfer a student who has been convicted of a specified violent felony or a misdemeanor associated with possession of a firearm, whenever the student is enrolled at the same school as the victim of the crime for which he/she was convicted. In order to exercise this authority, the district is mandated to adopt policy with specified components and provide notice of the policy to parents/guardians as part of the annual parental notification.

BP 6146.1 - High School Graduation Requirements

(BP revised)

Policy updated to reflect **NEW LAW** (AB 2306, 2016) which generally exempts from district-established graduation requirements any student who transfers into a district school from a juvenile court school after the second year of high school, unless it is determined that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school.

POLICY GUIDE SHEET

December 2016

Page 3 of 3

BP/AR 6164.6 - Identification and Education Under Section 504

(BP/AR revised)

Policy updated to add requirement to address the needs of students with disabilities in the district's local control and accountability plan. Regulation updated to reflect **NEW FEDERAL REGULATIONS** (81 Fed. Reg. 53203) which primarily revise definitions used in the Americans with Disabilities Act.

AR 6173.3 - Education for Juvenile Court School Students

(AR added)

New regulation reflects educational rights of former juvenile court school students who transition into a district school, pursuant to **NEW LAW** (AB 2306, 2016). These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, and exemption from district-established graduation requirements under certain conditions.

BB 9240 - Board Training

(BB revised)

Bylaw retitled and updated to address the purposes and importance of board training, recommended topics of training for new and first-term board members, and the district's process for selecting board training activities. The bylaw also reinforces the prohibition against a majority of the board members discussing district business of a specific nature while attending a conference or similar public gathering.

BB 9323 - Meeting Conduct

(BB revised)

Bylaw updated to reflect **NEW LAW** (AB 1787, 2016) which requires the board to provide a member of the public who uses a translator at least twice the allotted time to address the board during board meetings, unless simultaneous translation equipment is used. Bylaw also clarifies that the board may refer a member of the public to an appropriate complaint procedure, but cannot prohibit criticism of district employees, programs, or policies during a board meeting.

CSBA Sample Administrative Regulation

Community Relations

AR 1340(a)

ACCESS TO DISTRICT RECORDS

Note: Article I, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.

The following optional administrative regulation lists those records defined as public and, in contrast, those defined and as confidential to which there is no public access, and It is not intended to provide an all-inclusive list of all of the records that may be defined as either public and/or confidential.

Definitions

Note: Pursuant to Government Code 6252, a "public record" includes any writing that relates to district business as defined below.

Emails discussing district business are considered public records. However, the law is unclear as to whether emails discussing district business sent from an employee's or Governing Board member's home computer or personal digital assistant would be considered a public record that is "retained in the normal course of business" and thus subject to disclosure. Although an appellate court ruled that the California Public Records Act does not require public access to communications by public officials using exclusively private cell phones or email accounts, the case has been appealed to the California Supreme Court. If a district receives a request for such records, legal counsel should be consulted, as appropriate. See BB 9012 - Board Member Electronic Communications.

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment. (Government Code 6252)

ACCESS TO DISTRICT RECORDS (continued)**Public Records**

Note: While not specifically enumerated in Government Code 6252, items #1-**1415** below are items which fall within the definition of "public records."

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

(cf. 0420 - School Plans/Site Councils)

9. Information and data relevant to the evaluation and modification of district plans

(cf. 0440 - District Technology Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

ACCESS TO DISTRICT RECORDS (continued)

Note: Although Government Code 6254 exempts from disclosure those records pertaining to pending litigation, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that records predating the filing of **the lawsuit are subject to the documents initiating the lawsuit are not exempt from** disclosure. In Fairley v. Superior Court, a California Court of Appeal concurred and further held that documents were exempted only if **they were** prepared for use in litigation. **(See item #2 in the section "Confidential Records" below.)** The following item reflects the opinion of the court and the Attorney General. The Board should consult legal counsel if it believes that **any tort claim or other** document related to litigation should not be disclosed.

11. **Records pertaining to claims and litigation against the district which have been adjudicated or settled** ~~Claims filed against the district and records pertaining to pending litigation~~ (Government Code **6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988)**)

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

Note: Generally, the names and salaries of public employees are subject to disclosure **under the Public Records Act. However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County**, the California Supreme Court held that the salaries of public employees, ~~linked to individual employee names (including peace officers), must be disclosed.~~ **the California Supreme Court** ~~The court~~ recognized that, in some circumstances instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. ~~of the particular individual (e.g., anonymity of an undercover police officer); however, the presumption is that salary records are open and the burden is on the district maintaining the record to demonstrate why the particular record would be exempt from disclosure.~~ **Additionally, in Sacramento County Employees Retirement System v. Superior Court**, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532.

13. **Documents containing names, salaries, and pension benefits of district employees**

- ~~1314.~~ **Employment contracts and settlement agreements** (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

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

(cf. 4141/4241 - Collective Bargaining Agreement)

Note: ~~The following item reflects an Attorney General Opinion (64 Ops.Cal.Atty.Gen. 186 (1981)) which opined that, a person must, upon request, be provided a copy of a textbook or other written instructional material unless the provision would result in a copyright infringement or unreasonable burden to the district. In addition, pursuant to Education Code 49091.10, parents/guardians must be allowed to inspect all instructional materials. See BP/AR 5020 - Parent Rights and Responsibilities.~~

ACCESS TO DISTRICT RECORDS (continued)

1415. Instructional materials including, but not limited to, textbooks (**Education Code 49091.10** ~~64 Ops. Cal. Atty. Gen. 186 (1981)~~)

(cf. 5020 - Parent Rights and Responsibilities)

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

Note: In accordance with Government Code 6252.5, Board members have the same access to public records of the district as do members of the public. When Board members are authorized to access public records, Government Code 6252.7 prohibits the district from discriminating between Board members as to when and which record, or portion of the record, will be made available. See BB 9322 – Agenda/Meeting Materials.

~~Governing Board members shall have the ability to access public records permitted by law in the administration of their duties or open to inspection by members of the public. Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available.~~
(Government Code 6252.5, **6252.7**)

Note: Government Code 6254.29 specifies that the Public Records Act does not require a district to disclose an employee's social security number and states the Legislature's intent that districts redact social security numbers from any records being disclosed to the public. **In addition, Government Code 6254.3, as amended by AB 2843 (Ch. 830, Statutes of 2016), prohibits disclosure of an employee's personal cell phone number and birth date.**

~~The Superintendent or designee shall ensure that any public record containing personal information is redacted to ensure that such information~~
When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, **home telephone number,** ~~or~~ social security number, **personal cell phone number, or birth date,** the Superintendent or designee shall ensure that such personal information is redacted from that record ~~is not disclosed to the public.~~
(Government Code 6254.29, **6254.3**)

Confidential Public Records

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

ACCESS TO DISTRICT RECORDS (continued)

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

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25; ~~Fairley v. Superior Court, 71 Ops.Cal.Atty.Gen. 235 (1988)~~)
3. Personnel records, medical records, ~~student records,~~ or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)

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

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The home addresses, home telephone numbers, personal cell phone numbers, or birthdate of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, **except that the home address and any telephone number for an** ~~unless the~~ **employee who** performs law enforcement-related functions, **or the birth date of any employee, or requests in writing that the information shall** not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

ACCESS TO DISTRICT RECORDS (continued)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

- 4.5.** Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

- 5.6.** Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

- 6.7.** Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

Note: SB 445 (Ch. 80, Statutes of 2011) added Government Code 6267 to make the written and electronic records of library patrons confidential, except with regard to any person who is acting within the scope of his/her duties in the administration of the library, authorized in writing by the patron, or responding to an order of a court.

- 7.8.** Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources, **except when disclosure is to a person acting within the scope of his/her duties in the administration of the library, to a person authorized in writing by the individual to whom the records pertain, or by court order** (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

ACCESS TO DISTRICT RECORDS (continued)

Note: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.

- 8-9.** Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

- 9-10.** Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 0450 - Comprehensive Safety Plan)

- 10-11.** Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

- 11-12.** Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

- 12-13.** Computer software developed by the district (Government Code 6254.9)

- 13-14.** Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

- 14-15.** Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

- 15-16.** Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

ACCESS TO DISTRICT RECORDS (continued)

Note: Item #16 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 6255. This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. Legal counsel should be consulted to determine whether a request for a record falls under this exemption.

16. **Any other r**Records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Note: Court decisions have held that a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

ACCESS TO DISTRICT RECORDS (continued)

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Note: Government Code 6253 states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code 6253 also states that a district may not delay or obstruct the copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

Note: The following **optional** paragraph is for use by districts that charge for copies. See the accompanying Board policy.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Note: Pursuant to Government Code 6253, as amended by AB 2853 (Ch. 275, Statutes of 2016), in addition to having public records available for inspection during office hours, the district may, in response to a public records request, post public records on its web site and refer the requesting member of the public to the location on the web site where the public record is posted, as provided below.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

ACCESS TO DISTRICT RECORDS (continued)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

Note: Government Code 6253.1 requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. This assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential.

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

ACCESS TO DISTRICT RECORDS (continued)

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(11/08\11/11) 12/16

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3311.1(a)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

Note: The following **optional** policy is for use by districts that elect to use an alternative procedure for awarding contracts for public works projects pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.

Pursuant to Public Contract Code 22032, projects of \$45,000 or less may be performed by the district's own work force, projects of \$175,000 or less may use a more informal bidding procedure as specified, and projects over \$175,000 require formal bidding procedures. See the accompanying administrative regulation for related requirements.

In order to participate in the UPCCAA, Public Contract Code 22030 requires the Governing Board to adopt a resolution electing to use the UPCCAA for district contracting and to notify the State Controller of that action. In the event of a conflict with any other provision of law relative to bidding procedures, the UPCCAA shall apply for any district that has adopted a resolution and so notified the Controller. According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, once the Board has adopted such a resolution, it can only withdraw from the UPCCAA by adopting a resolution of the election to withdraw and filing that resolution with the State Controller.

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. ~~For use in contracting for public works projects, t~~The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including **the required cost accounting procedures and** the informal bidding procedures when allowed by law.

(cf. 3311 - Bids)

(cf. 7110 - Facilities Master Plan)

Note: The following paragraph may be revised to reflect district practice. In circumstances where the informal bidding procedure is authorized, Public Contract Code 22034 allows the Board to delegate the authority to award contracts to an appropriate district administrator. Public Contract Code 22039 allows the Board to delegate the **adoption of authority to adopt** plans, specifications, and working details for projects subject to formal bidding procedures.

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES (continued)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

Note: In electing to be subject to the UPCCAA, the district thereby agrees to follow the cost accounting procedures set forth in the Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission, pursuant to Public Contract Code 22017 and ~~20019~~ **22019**. According to the "Frequently Asked Questions" on the Commission's web site, districts may use the statewide Standardized Account Code Structure to comply with tracking requirements.

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

Note: Public Contract Code 22035 allows the district to replace or repair a school facility without going through the UPCCAA process in cases of emergency in accordance with Public Contract Code 22050. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."

~~In cases of emergency w~~When **formal bids are required by law but an emergency necessitates immediate** repair or replacements ~~are necessary~~, the Board may, **upon a four-fifths vote of the Board**, proceed ~~at once~~ to replace or repair a facility without adopting plans, specifications, strain sheets, or working details; or giving notice for bids to let contracts; ~~in accordance with the contracting procedures in Public Contract Code 22050~~. The work may be done by day labor under the direction of the Board and/or contractor. **The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts.** (Public Contract Code **1102, 22035, 22050**)

(cf. 9323.2 - Actions by the Board)

Legal Reference: (see next page)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES
(continued)

Legal Reference:

PUBLIC CONTRACT CODE

1102 *Definition of emergency*

20110-20118.4 Local Agency Public Construction Act; school districts

22000-22020 *California Uniform Construction Cost Accounting Commission*

22030-22045 *Alternative procedures for public projects (UPCCAA), especially:*

22032 *Applicability of procedures based on amount of project*

22034 *Informal bidding procedure*

22035 *Emergency need for repairs or replacement*

22037-22038 *Formal bidding procedures for projects exceeding \$175,000*

22050 *Alternative emergency procedures*

Management Resources:

CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION PUBLICATIONS

Cost Accounting Policies and Procedures Manual

Frequently Asked Questions

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Uniform Construction Cost Accounting Commission:

http://www.sco.ca.gov/ard_cuccac.html

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3311.1(a)

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

Note: The following administrative regulation is for use when the Governing Board has adopted a resolution to use the alternative procedures of the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045) for awarding public works projects; see the accompanying Board policy.

According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, a district participating in the UPCCAA is subject to other requirements of the Public Contract Code in areas where the UPCCAA is silent. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.

Public Contract Code 22032 establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The State Controller is required to notify all public agencies of any adjustment to these limits.

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of \$45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

Note: Public Contract Code 22034 requires any public agency participating in UPCCAA to adopt an informal bidding ordinance, with specified components, to govern the selection of contractors to perform public projects of \$175,000 or less, as described in item #2 below. The Commission's "Frequently Asked Questions" clarify that, for school districts and other agencies that cannot legally adopt ordinances, a board policy, administrative regulation, or other legally applicable action of the board may be substituted.

2. Contracts for public projects of \$175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)
 - a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.

Note: Public Contract Code 22034, as amended by SB 184 (Ch. 269, Statutes of 2015), authorizes distribution of the following bid notice by fax or email as well as by mail.

- b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to **one or both of the following: (1) to** all contractors on the district's list for the category of

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES
(continued)

work being bid, unless the product or service is proprietary, at least 10 calendar days before bids are due. **In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids (2) T**to all construction trade journals identified pursuant to Public Contract Code 22036.

- c. The district shall review the informal bids and award the contract, except that:
- (1) If all bids received through the informal process are in excess of \$175,000, the contract may be awarded to the lowest responsible bidder, provided that the **Governing** Board adopts a resolution with a four-fifths vote to award the contract at \$187,500 or less and the Board determines the district's cost estimate **was is** reasonable.
 - (2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.
3. Public projects of more than \$175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

Note: Pursuant to Public Contract Code 22037, if there is no newspaper of general circulation published in the jurisdiction of the district, the district must post the bid notice in three locations as described below. Public Contract Code 22037 requires that these locations be identified in the agency's ordinance or regulation. Item #3a(1) may be revised to include such locations.

- a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:
- (1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.
 - (2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES
(continued)

- b. The district shall award the contract as follows:
- (1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.
 - (2) At its discretion, the district may reject all bids presented and declare that the project can be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.
 - (3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3311.3(a)

DESIGN-BUILD CONTRACTS

Note: As an alternative to the more traditional design-bid-build process (see BP/AR 3311 - Bids) or a lease-leaseback process (see AR 3311.2 - Lease-Leaseback Contracts), the district may enter into a design-build contract for a public works project in excess of \$1 million pursuant to Education Code 17250.10-17250.55, as added by AB 1358 (Ch. 752, Statutes of 2015). As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Education Code 17250.15 and 17250.25 provide that such contracts may be awarded to either the low bid or best value, as defined. Pursuant to Education Code 17250.50 and 17250.55, this authority applies to bid requests issued on or after July 1, 2016 and will be repealed January 1, 2025 unless legislation is enacted to delete or extend that date.

~~When it is in the best interest of the district,~~ The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

Design-build documents shall not include provisions for long-term project operations, but ~~The documents may include operations during a training or transition period, but shall not include long-term operations for a project.~~ (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
 - a. ~~†~~The size, type, and desired design character of the project;
 - b. ~~p~~Performance specifications **that** covering the quality of materials, equipment, **and** workmanship
 - c. Preliminary plans or building layouts
 - d. ~~a~~Any other information deemed necessary to describe adequately the district's needs;

The documents may include operations during a training or transition period, but shall

DESIGN-BUILD CONTRACTS (continued)

~~not include long term operations for a project.~~ The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:
 - a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
 - b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction ~~experience~~ **expertise**, acceptable safety record, and all other non-price-related factors
 - c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. ~~(Education Code 17250.25)~~

3. The district shall prepare a request for proposals **(RFP)** that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The ~~request for proposals~~ **RFP** shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method **for a project**, the district may reserve the right to request proposal revisions and hold discussions and

DESIGN-BUILD CONTRACTS (continued)

negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
5. For those projects utilizing best value as a selection method, the following procedures shall be used:
 - a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
 - b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
 - c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
 - d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

*Legal Reference:*EDUCATION CODE

17250.10-17250.55 *Design-build contracts*

*Management Resources:*WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/lfs/fa>

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3311.4(a)

PROCUREMENT OF TECHNOLOGICAL EQUIPMENT

Note: The following administrative regulation is optional. As an alternative to competitive bidding procedures (see BP/AR 3311 - Bids), Public Contract Code 20118.2 authorizes the issuance of a request for proposals for district procurement of electronic equipment and apparatus, with the contract being awarded to the proposal that is most beneficial to the district considering price and all other factors.

Rather than seek competitive bids, the district may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for ~~construction or for the procurement of~~ any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

(cf. 0440 - District Technology Plan)

(cf. 3230 - Federal Grant Funds)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

~~The competitive negotiation process shall include, but not be limited to, the following requirements:~~ **Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures:** (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources, and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.

PROCUREMENT OF TECHNOLOGICAL EQUIPMENT

6. The **Governing** Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, **with considering** price and all other factors **considered**.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.
8. The Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. (Public Contract Code 20118.2)

Legal Reference:

PUBLIC CONTRACT CODE

20118.2 *Contracting by school districts; technological equipment*

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3470(a)

DEBT ISSUANCE AND MANAGEMENT

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANS), and certificates of participation. The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. SB 1029 declares the intent of the Legislature that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to consult legal counsel and their financial advisor in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - Concepts and Roles)

(cf. 3460 - Financial Reports and Accountability)

(cf. 7110 - Facilities Master Plan)

(cf. 7210 - Facilities Financing)

Note: Article 16, Section 18 of California Constitution contains the basic "debt limitation" (i.e., the constraints on discretionary borrowing) applicable to school districts. Under so-called "traditional authority," a measure authorizing the issuance of general obligation bonds may be approved by two-thirds of the electorate; under Proposition 39, a measure authorizing the issuance of general obligation bonds may be approved by 55 percent of the electorate (see BP/AR 7214 - General Obligation Bonds). Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For further information, see the California Debt and Investment Advisory Commission's (CDIAC) [California Debt Issuance Primer](#).

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and

DEBT ISSUANCE AND MANAGEMENT (continued)

coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

Note: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district must be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and must also hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 9270 - Conflict of Interest)

Goals

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

DEBT ISSUANCE AND MANAGEMENT (continued)

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 7000 - Concepts and Roles)

Authorized Purposes for the Issuance of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

DEBT ISSUANCE AND MANAGEMENT (continued)*(cf. 3100 - Budget)**(cf. 3110 - Transfer of Funds)*

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), mandates that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
 - a. Short-term debt, such as tax and revenue anticipation notes (TRANS), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
 - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
 - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)
2. Long-Term Debt

Note: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of

DEBT ISSUANCE AND MANAGEMENT (continued)

borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. See BP/AR 7214 - General Obligation Bonds for requirements pertaining to the issuance of general obligation bonds.

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

(cf. 7214 - General Obligation Bonds)

Note: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. See BP 7212 - Mello Roos Districts.

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

(cf. 7212 - Mello Roos Districts)

3. Lease financing, including certificates of participation (COPs)
 - a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

Note: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)
4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs
5. Temporary borrowing from other sources such as the County Treasurer

DEBT ISSUANCE AND MANAGEMENT (continued)

Note: Education Code 42133 prohibits the issuance of non-voter approved debt when the district has a qualified or negative certification regarding the district's ability to meet its fiscal obligations, except as provided below. Pursuant to Education Code 42131, a "qualified certification" indicates that the district may not meet its financial obligations for the current fiscal year and two subsequent fiscal years, and a "negative" certification indicates that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year. See BP 3460 - Financial Reports and Accountability for further information about such certifications.

COPs, TRANS, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

Note: The following paragraph is **optional**.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

DEBT ISSUANCE AND MANAGEMENT (continued)

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

<p>Note: Education Code 15106 limits the district's total outstanding bonded debt (i.e., the principal portion only) to 1.25 or 2.5 percent of the assessed valuation of the taxable property of a non-unified and unified district, respectively. Consequently, Education Code 15106 limits the issuance of new debt when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.</p>
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For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

DEBT ISSUANCE AND MANAGEMENT (continued)

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

(cf. 3430 - Investing)

Note: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, must be deposited in the county treasury to the credit of the building fund of the district. As amended by AB 2738 (Ch. 472, Statutes of 2016), Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

Note: The following section may be revised to reflect district practice. The GFOA's Analyzing and Issuing Refunding Bonds states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

DEBT ISSUANCE AND MANAGEMENT (continued)

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's Internal Control System Checklist. These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. Also see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

(cf. 3314 - Payments for Goods and Services)

(cf. 3400 - Management of District Assets/Accounts)

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

DEBT ISSUANCE AND MANAGEMENT (continued)

Records/Reports

Note: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. As amended by SB 1029 (Ch. 307, Statutes of 2016), Government Code 8855 requires that the report include a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Note: SB 1029 (Ch. 307, Statutes of 2016) amended Government Code 8855 to add the following requirement for an annual report of debt issuance, applicable to any final sale of debt on or after January 21, 2017. The report covers the period from July 1 to June 30, and must be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

Note: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. In addition, districts must provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures must be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's [California Debt Issuance Primer](#) and the GFOA's [Understanding Your Continuing Disclosure Requirements](#).

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

Note: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service (IRS) publication [Tax Exempt Bond FAQs Regarding Record Retention Requirements](#), available on the IRS web site, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

DEBT ISSUANCE AND MANAGEMENT (continued)

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

*Legal Reference:*EDUCATION CODE

5300-5441 *Conduct of elections*
 15100-15262 *Bonds for school districts and community college districts*
 15264-15276 *Strict accountability in local school construction bonds*
 15278-15288 *Citizen's oversight committees*
 15300-15425 *School Facilities Improvement Districts*
 17150 *Public disclosure of non-voter-approved debt*
 17400-17429 *Leasing of district property*
 17450-17453.1 *Leasing of equipment*
 17456 *Sale or lease of district property*
 17596 *Duration of contracts*
 42130-42134 *Financial reports and certifications*

ELECTIONS CODE

1000 *Established election dates*

GOVERNMENT CODE

8855 *California Debt and Investment Advisory Commission*
 53311-53368.3 *Mello-Roos Community Facilities Act*
 53410-53411 *Bond reporting*
 53506-53509.5 *General obligation bonds*
 53550-53569 *Refunding bonds of local agencies*
 53580-53595.55 *Bonds*
 53850-53858 *Tax and revenue anticipation notes*
 53859-53859.08 *Grant anticipation notes*

CALIFORNIA CONSTITUTION

Article 13A, Section 1 *Tax limitation*
 Article 16, Section 18 *Debt limit*

Legal Reference continued: (see next page)

DEBT ISSUANCE AND MANAGEMENT (continued)*Legal Reference: (continued)*

UNITED STATES CODE, TITLE 15
 78o-4 Registration of municipal securities dealers
UNITED STATES CODE, TITLE 26
 54E Qualified Zone Academy Bonds
CODE OF FEDERAL REGULATIONS, TITLE 17
 240.10b-5 Prohibition against fraud or deceit
 240.15c2-12 Municipal securities disclosure
CODE OF FEDERAL REGULATIONS, TITLE 26
 1.103 Interest on state and local bonds
 1.141 Private activity bonds
 1.148 Arbitrage and rebate
 1.149 Hedge bonds
 1.6001-1 Records

Management Resources:

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS
California Debt Issuance Primer
GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS
An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016
Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015
Investment of Bond Proceeds, Best Practice, September 2014
Selecting and Managing Municipal Advisors, Best Practice, February 2014
Debt Management Policy, Best Practice, October 2012
Analyzing and Issuing Refunding Bonds, Best Practice, February 2011
INTERNAL REVENUE SERVICE PUBLICATIONS
Tax Exempt Bond FAQs Regarding Record Retention Requirements
Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016
U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS
Internal Control System Checklist
WEB SITES
 California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>
 Government Finance Officers Association: <http://www.gfoa.org>
 Internal Revenue Service: <https://www.irs.gov>
 Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):
<http://www.emma.msrb.org>
 U.S. Government Accountability Office: <http://www.gao.gov>
 U.S. Securities and Exchange Commission: <https://www.sec.gov>

CSBA Sample Administrative Regulation

needs full adoption

Business and Noninstructional Operations

AR 3543(a)

TRANSPORTATION SAFETY AND EMERGENCIES

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of ~~2015 (AB 93, Ch. 10, Statutes of 2015)~~ **2016 (SB 826, Ch. 23, Statutes of 2016)** extends the suspension of these requirements through the ~~2015-16~~ **2016-17** fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Note: The following regulation is for use by districts that provide school bus transportation services and employ their own school bus drivers. Districts that contract out for all transportation services may revise this regulation as appropriate to ensure that the contracting firm meets all legal requirements regarding transportation safety.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment ~~listed~~ **specified** in 13 CCR 1215, ~~including~~ **The report shall indicate** any defect or deficiency discovered by or reported to ~~him/her~~ **the driver** which would affect safe operation or result in mechanical breakdown of the bus; ~~or, indicating that if~~ no defect or deficiency was discovered or reported, **shall so indicate**. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)

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

(cf. 3542 - School Bus Drivers)

~~In the event of a school bus accident, the driver shall immediately notify the California Highway Patrol, the Superintendent or designee, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)~~ [MOVED DOWN]

~~The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.~~ [MOVED DOWN]

~~(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)~~

Passenger Restraint Systems

Note: Pursuant to Vehicle Code 27316 and 27316.5, any school bus or student activity bus purchased or leased for use in California must be equipped with a passenger restraint system if the bus was manufactured on or after the dates specified in law, as described below. Although it is the manufacturer's responsibility to

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

ensure installation of appropriate passenger restraint systems, the district should be aware that buses manufactured or purchased from outside California may need to be modified to comply with the state's requirements. In addition, according to the California Department of Education's (CDE) Passenger Restraints Frequently Asked Questions, districts may, but are not required to, retrofit older school buses with passenger restraint systems ~~with the original equipment manufacturer's approval~~. In determining whether to retrofit buses, the CDE recommends that districts consider the age of the bus, the total cost of the retrofit, and the required reinspection of the bus by the California Highway Patrol.

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
 - a. Is designed for carrying 16 or fewer passengers and the driver
 - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

Note: The following **optional** paragraph reflects legislative intent of Vehicle Code 27316.

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Note: Pursuant to Vehicle Code 27316, no person, district, or organization may be held criminally liable if a passenger improperly uses or fails to use the passenger restraint system. However, the CDE's Passenger Restraints Frequently Asked Questions encourages districts to develop procedures to enforce disciplinary actions for nonuse or improper use of the passenger restraint system.

The following **optional** paragraph may be expanded to specify the steps that should be taken by the driver to reasonably ensure that all passengers are properly restrained (e.g., verbal instructions to students, visual inspection), which may vary depending on the age/grade levels of the students. Such steps also may be incorporated in district regulations adopted pursuant to 5 CCR 14103 related to student conduct on buses, bus driver authority, and the suspension of riding privileges; see BP/AR 5131.1 - Bus Conduct.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices

Note: ~~Vehicle Code 23123 prohibits any person from driving a motor vehicle while using a wireless telephone, except under the conditions described below. Pursuant to the definitions in Vehicle Code 415 and 545, a "motor vehicle" would include a school bus or student activity bus. In addition, Vehicle Code 23125 prohibits a person from driving a school bus while using a wireless telephone except for work-related or emergency purposes. Vehicle Code 23123.5, as amended by AB 1785 (Ch. 660, Statutes of 2016), prohibits the driver of a motor vehicle (including a school bus or school activity bus pursuant to Vehicle Code 415 and 545) from using an electronic wireless communications device for any purpose, including, but not limited to, text-based communication, but provides an exception for voice-operated and hands-free operation or for a function that requires only a single swipe or tap of the driver's finger as long as the device is mounted on the windshield, dashboard, or center console of the vehicle. The following paragraph limits the use of any electronic communications device to work-related or emergency purposes. The district should consult legal counsel if it is considering allowing broader use of such devices.~~

A bus driver ~~shall not drive~~ **is prohibited from driving** a school bus or student activity bus while using a wireless telephone ~~except under the following conditions: (Vehicle Code 23123, 23125)~~ **or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)**

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, a call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. For work related purposes

(cf. 3513.1 - Cellular Phone Reimbursement)

Note: Vehicle Code 23123.5 generally prohibits any person from driving a motor vehicle while using an electronic wireless communications device for text-based communication. AB 1536 (Ch. 92, Statutes of 2012) amended Vehicle Code 23123.5 to add an exception for the use of voice-operated and hands-free operation of an electronic wireless communications device. At its discretion, the district may establish conditions that are more restrictive than law and should revise the following paragraph accordingly.

A bus driver shall not drive while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email, unless the device is specifically designed and configured to allow voice-operated and hands-free operation and is used in that manner. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

Safe Bus Operations

Note: Pursuant to Education Code 39834, any Governing Board member, employee, or other person who knowingly operates or permits operation of a school bus in excess of its seating capacity is guilty of a misdemeanor. However, the Board is authorized to adopt policy that allows seating capacities to be exceeded in cases of emergency; see BP/AR 3516 - Emergencies and Disaster Preparedness Plan.

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Note: Vehicle Code 34501.6 **mandates** any district that provides student transportation to adopt procedures that limit bus operation when atmospheric conditions reduce visibility, as described below, and that give drivers for school activity trips discretionary authority to discontinue operation when it is unsafe.

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

Note: The district should modify items #1-2 below to reflect grade levels offered by the district. A district that does not maintain any of grades prekindergarten through 8 should delete items #1-2.

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall **include address** all of the following: (Education Code 39831.3)

1. **Procedures for d**Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. **Procedures for b**Boarding and exiting a school bus at a school or other trip destination

Note: SB 1072 (Ch. 721, Statutes of 2016) amended Education Code 39831.3 to require that the transportation plan include the procedures specified in items #4-5 below.

4. **Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus**

Note: The procedures included in the transportation safety plan to ensure that a student is not left unattended on a bus may include the requirements of Vehicle Code 28160, as added by SB 1072 (Ch. 721, Statutes of 2016). Pursuant to Vehicle Code 28160, on or before the beginning of the 2018-19 school year, each school bus, school activity bus, youth bus, and child care motor vehicle (i.e., vehicle designed, used, or maintained for more than eight persons, including the driver, that is used by a child

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

care provider to transport children) must be equipped with a "child safety alert system" (i.e., a device located at the interior rear of a vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle). Student activity buses may be exempt from this requirement if certain procedures are followed, as specified in Vehicle Code 28160.

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (**CHP**). (Education Code 39831.3)

Parental Notifications

Note: The following section is for use by districts that offer any of grades prekindergarten through 6 and should be revised to reflect the grade levels offered by the district.

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a **district** school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions ~~for safety while~~ **safely** walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)**Student Instruction**

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

Note: Item #2 below is for use by districts that offer any of grades prekindergarten through 8 and should be revised to reflect the grade levels offered by the district.

2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway, or private road
 - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
 - d. Proper passenger conduct
 - e. Bus evacuation procedures
 - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the **California Highway Patrol - CHP**.

(cf. 3580 - District Records)

Note: Item #3 below applies to all students in grades prekindergarten through 12 **and may be revised to reflect grade levels offered by the district.**

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP, and the Superintendent or designee, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:

EDUCATION CODE

39830-398423 *Transportation, school buses*

39860 Contract for transportation; requirement that student not be left unattended

51202 *Instruction in personal and public health and safety*

PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

VEHICLE CODE

415 *Definition of motor vehicle*

545-546 *Definition of school bus and student activity bus*

22112 *Loading and unloading passengers*

~~23123 Use of wireless telephone prohibited while driving motor vehicle~~

~~23123.5 Text communications prohibited while driving motor vehicle~~ **Use of wireless telephone or communications device while driving; exceptions**

23125 *Use of wireless telephone prohibited while driving school bus*

27316-27316.5 *Passenger restraint systems*

28160 Child safety alert system

34500 *California Highway Patrol responsibility to regulate safe operation of school buses*

34501.5 *California Highway Patrol responsibility to adopt rules re: safe operation of school buses*

34501.6 *School buses; reduced visibility*

34508 *California Highway Patrol responsibility to adopt rules re: equipment and bus operations of school buses*

CODE OF REGULATIONS, TITLE 5

14100-14105 *School buses and student activity buses*

CODE OF REGULATIONS, TITLE 13

1200-1293 *Motor carrier safety*

2480 *Airborne toxic control measure; limitation on bus idling*

CODE OF REGULATIONS, TITLE 19

574-575.3 *Inspection and maintenance of fire extinguishers*

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 *Motor vehicle standards, including school buses*

Management Resources: (see next page)

TRANSPORTATION SAFETY AND EMERGENCIES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Passenger Restraints Frequently Asked Questions

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

American School Bus Council: <http://www.americanschoolbuscouncil.org>

California Association of School Transportation Officials: <http://www.castoways.org>

California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>

California Highway Patrol: <http://www.chp.ca.gov>

National Coalition for School Bus Safety: <http://www.nesbs.org>

National Transportation Safety Board: <http://www.ntsb.gov>

*U.S. Department of Transportation, National Highway Traffic Safety Administration:
<http://www.nhtsa.dot.gov>*

CSBA Sample Board Policy

All Personnel

BP 4030(a)

NONDISCRIMINATION IN EMPLOYMENT

Note: The following Board policy and accompanying administrative regulation are **mandated** pursuant to Government Code 11138 **and 2 CCR 11023, as added by Register 2015, No. 50**. The California Fair Employment and Housing Act (FEHA) (Government Code 12900-12996) prohibits employers from discriminating against employees and job applicants on the basis of actual or perceived race, color, ancestry, national origin, age, sex, sexual orientation, gender, gender identity, gender expression, religious creed, physical or mental disability, medical condition, marital status, or genetic information. **Pursuant to 2 CCR 11009, as amended by Register 2015, No. 50, these same protections apply to unpaid interns and volunteers. Consequently, the district is required to also notify unpaid interns and volunteers about these protections. For more information about volunteers, see BP/AR 1240 - Volunteer Assistance.**

The same or similar protections are available to employees and job applicants under various provisions of federal law, including Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7), Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), the Americans with Disabilities Act (42 USC 12101-12213), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Genetic Information Nondiscrimination Act (42 USC 2000ff-2000ff-11).

For policy addressing sexual harassment of and by employees, see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

The Governing Board is determined to provide district employees, **interns, volunteers**, 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. **This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.**

(cf. 1240 - Volunteer Assistance)

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

~~The Board prohibits~~ **No** district employees ~~from discriminating~~ **shall be discriminated** against or ~~harassing~~ **harassed by any coworker, supervisor, manager, or other district employee or job applicant** **person with whom the employee comes in contact in the course of employment**, on the basis of the ~~person's~~ **employee'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 **his/her** association with a person or group with one or more of these actual or perceived characteristics.

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

NONDISCRIMINATION IN EMPLOYMENT (continued)

Note: The following paragraph illustrates unlawful discriminatory practices as specified in Government Code 12940. Pursuant to Labor Code 1197.5, an employer is prohibited from paying an employee at wage rates less than the rates to employees of the opposite sex for work requiring equal skill, effort, and responsibility and performed under similar conditions, except when the payment is based on some other bona fide factor such as education, training, or experience. In addition, Labor Code 1197.5, as amended by SB 1063 (Ch. 866, Statutes of 2016), prohibits the payment of different wage rates to employees for similar work based on race or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation under the bona fide factor exception.

The Board also prohibits discrimination against any employee or job applicant. Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. **Discrimination** in hiring, compensation, terms, conditions, and other privileges of employment
2. ~~and the t~~Taking of **any an** adverse employment action, including, but not limited to, **such as** termination or the denial of employment, promotion, job assignment, or training, ~~against an employee or job applicant based on any of the categories listed above.~~

(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. ~~Harassment consists of a~~Unwelcome **conduct, whether** verbal, physical, or visual, ~~conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it as to~~ adversely affects an individual's **employee's** employment opportunities, **or that** has the purpose or effect of unreasonably interfering with the individual's work performance; or ~~creating an~~ intimidating, hostile, or offensive work environment

Note: Item #4 below addresses the numerous specific practices prohibited under Government Code 12940 or 2 CCR 11006-11086 in relation to certain protected categories. For example, because "sex" as defined in Government Code 12926 includes pregnancy, childbirth, breastfeeding, or related medical conditions, any of these conditions may be the basis for an employee's sex discrimination claim. As the specific prohibitions are too numerous to list in policy, it is recommended that district legal counsel be consulted when questions arise as to any specific claim.

4. **Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:**
 - a. ~~Prohibited s~~Sex discrimination ~~includes discrimination~~ based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition **or on an employee's gender, gender expression, or gender identity, including transgender status**

NONDISCRIMINATION IN EMPLOYMENT (continued)*(cf. 4033 - Lactation Accommodation)**(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

b. ~~Prohibited discrimination on the basis of religious creed includes~~ **Religious creed** discrimination based on an employee's ~~or job applicant's~~ religious belief or observance, including his/her religious dress or grooming practices, ~~in accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes~~ **or based on** the district's failure or refusal to use reasonable means to accommodate an employee's ~~or job applicant's~~ religious belief, observance, or practice which conflicts with an employment requirement. ~~However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.~~

c. **Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity**

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. **Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition**

(cf. 4032 - Reasonable Accommodation)

Note: Retaliation against complainants or other participants in the grievance procedures is prohibited by Government Code 12940 and 34 CFR 110.34. In addition to the general prohibition against retaliation, Government Code 12940, ~~as amended by AB 987 (Ch. 122, Statutes of 2015),~~ provides that an employee ~~or job applicant~~ who requests accommodation for his/her physical or mental disability or religious belief is protected from retaliation as specified below. CSBA recommends that this protection be extended to all protected characteristics and has modified the policy accordingly.

In Thompson v. North American Stainless LP, the U.S. Supreme Court held that a third party may file an anti-retaliation suit.

The Board also prohibits retaliation against any district employee ~~or job applicant~~ who opposes any discriminatory employment practice by the district or its employees, agents, or

NONDISCRIMINATION IN EMPLOYMENT (continued)

representatives or who complains, testifies, assists, or in any way participates in the district's complaint ~~procedures~~ **process** pursuant to this policy. No employee ~~or job applicant~~ who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Note: Pursuant to 2 CCR 11019, in certain instances, an employee's (especially a supervisor's) knowledge or notice of ~~harassment~~ **prohibited conduct** of another employee or individual may subject the district to liability. Therefore, it is recommended that the district require its employees with knowledge of harassment or discrimination to report the incident to the appropriate district authorities. In addition, Government Code 12940 provides that an employer may be responsible for the sexual harassment of employees by nonemployees where the employer knows or should have known of the conduct and failed to take immediate and corrective action. See BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment.

See the accompanying administrative regulation for requirements related to the identification of the employee who will be responsible for compliance with the nondiscrimination laws.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who ~~does~~ **reports** such incidents from retaliation.

Note: Government Code 12940 requires districts to take all reasonable steps, including training, to prevent prohibited discrimination and harassment. **In addition, 2 CCR 11023, as added by Register 2015, No. 15, imposes an affirmative duty on the district to create a workplace environment that is free from all prohibited practices.** ~~The U.S. Equal Employment Opportunity Commission, in its April 2006 New Compliance Manual Section 15: Race and Color Discrimination, suggests proactive preventive measures for employers, including the adoption of transparent recruitment, hiring, and promotion processes; provision of training to employees; and periodic review of employment practices.~~ For details of such measures, see the accompanying administrative regulation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, ~~and~~ **discrimination, or other related conduct**, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

NONDISCRIMINATION IN EMPLOYMENT (continued)

In addition, the Superintendent or designee shall post in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

Legal Reference continued: (see next page)

NONDISCRIMINATION IN EMPLOYMENT (continued)

Legal Reference: (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

(12/15 5/16) 12/16

CSBA Sample Administrative Regulation

All Personnel

AR 4030(a)

NONDISCRIMINATION IN EMPLOYMENT

Note: Pursuant to Government Code 11138 and 2 CCR 11023, as added by Register 2015, No. 50, districts are mandated to adopt rules and regulations to ensure that district programs and activities are free from unlawful discriminatory practices. Pursuant to 2 CCR 11009, as amended by Register 2015, No. 50, it is unlawful to discriminate against any person who serves in an unpaid internship or other limited-duration program to gain unpaid work experience, on any basis protected by Government Code 12940.

All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

Note: Many nondiscrimination laws and regulations require identification of an employee who will be responsible for compliance with the nondiscrimination laws, as provided in the following paragraph. For example, pursuant to 34 CFR 104.7, 106.8, and 110.25, the district is required to designate the person(s) responsible for the overall implementation of the requirements of federal laws which prohibit discrimination on the basis of disability, sex, and age, i.e., Section 504 of the Rehabilitation Act of 1973 (29 USC 794), Title IX of the Education Amendments of 1972 (20 USC 1681-1688), and the Age Discrimination in Employment Act (29 USC 621-634). The district should fill in the blanks below to designate the responsible employee and his/her contact information.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Superintendent
(position title)

(address)

(telephone number)

cgeyer@pierce.k12.ca.us
(email)

Measures to Prevent Discrimination

Note: Pursuant to Government Code 12940 and 2 CCR 11023, as added by Register 2015, No. 50, the district is required requires districts to take all reasonable steps to prevent unlawful discrimination and harassment. 2 CCR 11023, as added, specifies certain requirements to be included in the district's policy. The following section reflects the requirements of 2 CCR 11023 and other applicable laws or regulations, as indicated. The following section reflects "best practices" for preventing unlawful harassment or discrimination, as identified in the California Department of Fair Employment and Housing

NONDISCRIMINATION IN EMPLOYMENT (continued)

(DFEH) and the U.S. Equal Employment Opportunity Commission (EEOC) informational publications. Examples of such publications are the DFEH's California Law Prohibits Workplace Discrimination and Harassment and the EEOC's New Compliance Manual Section 15: Race and Color Discrimination. Districts should investigate these and other relevant publications and determine which practices to adopt.

To prevent unlawful discrimination, harassment, and retaliation **against district employees, volunteers, interns, and job applicants in district employment**, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, **to employees, volunteers, interns, job applicants, and the general public** by: (5 CCR 4960; 34 CFR 100.6, 106.9)
 - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
 - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
 - c. Posting them on the district's web site 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. **Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)**
 - a. **Printing and providing a copy of the policy to all employees with an acknowledgment form for each employee to sign and return**
 - b. **Sending the policy via email with an acknowledgment return form**
 - c. **Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies**
 - d. **Discussing district policy with employees upon hire and/or during a new hire orientation session**
 - e. **Any other way that ensures employees receive and understand the policy**

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

NONDISCRIMINATION IN EMPLOYMENT (continued)

- 23.** Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior
- 34.** Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

Note: Pursuant to 2 CCR 11023, as added by Register 2015, No. 50, if the district has 50 or more employees, its sexual harassment prevention training must include instruction for its supervisors as specified in the following paragraph.

Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024 (2 CCR 11023)

(cf. 1240 - Volunteer Assistance)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- 45.** Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law
- 6.** **For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce**

Complaint Procedure

Note: 34 CFR 106.8 and 110.25 mandate any district that receives federal financial assistance to adopt and publish grievance procedures providing for prompt and equitable resolution of employee complaints alleging discrimination on the basis of sex or age 2 CCR 11023, as added by Register 2015, No. 50, mandates that a district's policy include a complaint process with specified requirements. Some of the requirements of 2 CCR 11023 are similar to those required under existing case law.

Courts have held that an employer may mitigate liability for hostile environment employment discrimination when (1) the employer took reasonable care to prevent and promptly correct the discriminatory or harassing conduct (i.e., provided a complaint procedure) and (2) the aggrieved employee unreasonably failed to take

NONDISCRIMINATION IN EMPLOYMENT (continued)

advantage of corrective opportunities offered by the employer (i.e., failure to file a complaint). In its June 1999 Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, EEOC outlines the elements of an effective complaint procedure to include (1) a clear explanation of the process; (2) protection against retaliation; (3) designation of multiple individuals authorized to receive complaints; (4) a mechanism for prompt, thorough, and impartial investigation; (5) assurance of immediate and appropriate corrective action; and (6) information about time frames for filing charges with the EEOC or the DFEH.

While the EEOC's guidance recommends a "prompt" investigation, neither the law nor the EEOC delineates a specific time frame for resolution. The EEOC's guidance acknowledges that whether an investigation is considered "prompt" may vary depending on the seriousness and complexity of the circumstances and that intermediate measures may be necessary to prevent further harassment during the investigation.

The following section, including the listed timelines, is consistent with the EEOC's guidance and should be modified to reflect district practice.

Any complaint ~~by an employee or job applicant~~ alleging **unlawful** discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant ~~who is an employee shall~~ **may** inform his/her **direct** supervisor. ~~However, if the supervisor is the person against whom the employee is complaining, the employee shall inform, another supervisor, the coordinator, or the Superintendent; or, if available, a complaint hotline or an ombudsman. —A job applicant shall inform the coordinator or the Superintendent or designee.~~

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4032 - Reasonable Accommodation)

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the **alleged discriminatory or harassing** behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

NONDISCRIMINATION IN EMPLOYMENT (continued)

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the **allegations investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. He/she shall also inform the parties that the investigation** will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

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

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents ~~do not occur~~ **are prevented**. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the ~~complainant~~ **parties** and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, ~~correct the effect on~~ **provide appropriate options for remedial actions and resolutions for the complainant**, and ensure that retaliation or further discrimination or harassment ~~does not occur~~ **is prevented**.

NONDISCRIMINATION IN EMPLOYMENT (continued)

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

Note: Items #1-3 below state the time limits within which employees must file their complaints. The EEOC's guidance states that it is important for employers' nondiscrimination policies to contain information about time frames for filing charges of unlawful discrimination or harassment with the EEOC or DFEH. Employees should be informed that the deadline for filing charges starts to run from the last date of the unlawful act, not from the conclusion of the employer's complaint investigation. Pursuant to DFEH procedures, DFEH will automatically forward any complaint it has accepted for investigation to the EEOC when the matter falls within the EEOC's jurisdiction.

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

Note: Pursuant to Government Code 12960, an employee has one year to file a complaint with DFEH, although that period may be extended under certain circumstances, such as when a person obtains knowledge of the unlawful practice after the expiration of the one-year period.

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960

Note: 42 USC 2000e-5 specifies that a person must file a discrimination complaint with the EEOC within 180 days of the alleged discriminatory act. Pursuant to 42 USC 2000e-5, the 180-day timeline for compensation discrimination starts when the discriminatory paycheck is received and that each discriminatory paycheck restarts the timeline for the filing of a complaint.

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)

NONDISCRIMINATION IN EMPLOYMENT (continued)

3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

(12/15) 12/16

CSBA Sample Board Policy

All Personnel

BP 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

Note: Education Code 231.5 **mandates** the district to have a written policy on sexual harassment. As part of this mandate, the district also should adopt a sexual harassment policy related to students; see BP/AR 5145.7 - Sexual Harassment.

Generally, courts recognize two types of conduct as constituting sexual harassment. "Quid Pro Quo" ("this for that") sexual harassment is considered to have occurred when a person in a position of authority makes another individual's educational or employment benefits conditional upon that other person's willingness to engage in unwanted sexual behavior (e.g., promising a promotion for sex). "Hostile environment" sexual harassment, on the other hand, is conduct by the perpetrator that is so severe, persistent, or pervasive that it creates a hostile, intimidating, or abusive educational or professional environment for another. Sexual harassment also covers retaliatory behavior against a complainant, witness, or other participant in the complaint process. **Pursuant to Government Code 12940 and 2 CCR 11009, as amended by Register 2015, No. 50, interns, volunteers, and job applicants are entitled to the same protection against sexual harassment as applicable to employees.**

Sexual harassment ~~may be a violation of~~ **is prohibited pursuant to** Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17) and/or Title IX of the Education Amendments of 1972 (42 USC 2000h-2-2000h-6), as well as the California Fair Employment and Housing Act, Government Code 12900-12996.

~~Government Code 12940 and 34 CFR 106.9 extend protection against sexual harassment to job applicants. In addition,~~ Pursuant to Government Code 12940, employers may be held liable for sexual harassment committed against their workers by clients, customers, or other third parties if they knew or should have known of the harassment and failed to take immediate and appropriate corrective action to stop the harassment.

The Governing Board prohibits sexual harassment of district employees ~~and job applicants~~. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and **accompanying** administrative regulation. **This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.**

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

(cf. 4030 - Nondiscrimination in Employment)

Note: Federal and state courts have provided guidance that may help employers avoid liability or mitigate damages in sexual harassment cases. In Department of Health Services v. Superior Court (McGinnis), the California Supreme Court outlined **ways in which measures that may enable** employers ~~may be able~~ to reduce damages, including establishing anti-harassment policies, communicating those policies to employees, consistently enforcing their policies, preserving the confidentiality of employees who report harassment, and preventing retaliation against reporting employees. The ~~United States~~ **U.S.** Supreme Court has held, in Burlington Industries v. Ellerth, that, for certain claims under federal law, an employer may defend against sexual harassment claims by proving that: (1) reasonable care was exercised to prevent and promptly correct any sexually harassing behavior, and (2) the employee (victim) failed to take advantage of the preventive and corrective opportunities provided by the employer.

SEXUAL HARASSMENT (continued)

Pursuant to Government Code 12950.1, employers with 50 or more employees are required to provide two hours of sexual harassment training to supervisory employees. See the accompanying administrative regulation for timelines and training requirements.

Items #1-4 below reflect the courts' guidance and Government Code 12950.1, and should be modified to reflect district practice.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

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

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (~~§ CCR 4964-2 CCR 11023~~)

Note: ~~Because an employee's (especially a supervisor's) knowledge or notice of sexual harassment may subject the district to liability, it is recommended that the district require its employees with knowledge or notice of sexual harassment to report the harassment to the appropriate authorities. Pursuant to 2 CCR 11034, as amended by Register 2015, No. 50, the district may be liable for sexual harassment committed by a supervisor, coworker, or a third party. In addition, as part of its affirmative duty to prevent sexual harassment, the district is required pursuant to 2 CCR 11023, as amended by Register 2015, No. 50, to instruct supervisors to report complaints.~~

Any district employee ~~or job applicant~~ who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, ~~a job applicant or a student~~, shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

SEXUAL HARASSMENT (continued)

Note: In Faragher v. City of Boca Raton, one of the factors relied on by the U.S. Supreme Court in finding liability for harassment by a supervisor was the failure of the policy to provide an assurance to its employees that harassing supervisors may be bypassed in registering complaints.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment **against a district employee, job applicant, or student** is in violation of this policy **and** is subject to disciplinary action, up to and including dismissal.

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

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

Note: In addition to district sanction against employees who engage in sexual harassment, Government Code 12940 provides that such employees may be held personally liable in a court of law for any damage to the victim(s).

Legal Reference: (see next page)

SEXUAL HARASSMENT (continued)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

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-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

(7/05 12/15) 12/16

CSBA Sample Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

SEXUAL HARASSMENT

4319.11

Note: The following administrative regulation is **mandated** pursuant to Education Code 231.5 and includes reasonable steps for preventing the occurrence of discrimination and harassment as required pursuant to Government Code 12940 (California Fair Employment and Housing Act). **The focus of this administrative regulation is on sexual harassment by and of employees. Pursuant to Government Code 12940 and 2 CCR 11009, as amended by Register 2015, No. 50, interns, volunteers, and job applicants are entitled to the same protection against sexual harassment as applicable to employees.**

~~The focus of this administrative regulation is on sexual harassment of employees.~~ For information related to the sexual harassment ~~of involving~~ students, see BP/AR 5145.7 - Sexual Harassment.

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Note: In *Oncale v. Sundowner Offshore Services, Inc.*, the U.S. Supreme Court held that same-sex sexual harassment could be actionable under Title VII of the Civil Rights Act of 1964 (42 USC 2000e-2000e-17).

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 work or educational setting when: (Education Code 212.5; Government Code 12940; **5 CCR 4916 2 CCR 11034**)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of **such the** conduct **by the individual** is used as the basis for an employment decision affecting **him/her the individual**.
- 4.3.** Submission to or rejection of the conduct **by the other individual** is used as the basis for any decision affecting **him/her the individual** regarding benefits, services, honors, programs, or activities available at or through the district.

Note: Pursuant to Government Code 12940, conduct **may meet the definition of sexual harassment specified in item #3 below constitutes sexual harassment if it is sufficiently severe, pervasive, or offensive to create a hostile or abusive work environment for the victim,** regardless of whether or not the alleged harasser is motivated by sexual desire for the victim.

SEXUAL HARASSMENT (continued)

3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity. **Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.**

Note: Pursuant to Government Code 12940, the district may be held liable for sexual harassment committed against employees by clients, customers, or other third parties if the district knew, or should have known, of the harassment and failed to take immediate and appropriate corrective action to stop the harassment. The following paragraph clarifies that sexual harassment may include acts by supervisors, co-workers, or other parties and should be modified to reflect district practice.

Other eExamples of actions that might constitute sexual harassment **in the work or educational setting**, whether committed by a supervisor, a co-worker, or a non-employee, **in the work or educational setting** include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

Note: The following **optional** paragraph is consistent with a district's **obligation-affirmative duty** to protect its employees from **sex discrimination, including** sexual harassment, **pursuant to 2 CCR 11023, as added by Register 2015, No. 50.** and may be modified to reflect district practice. Although training is not legally required for all employees, Government Code 12940 requires districts to take reasonable steps to prevent harassment. In addition, since **the language of** BP/AR 5145.7 - Sexual Harassment requires employees to

SEXUAL HARASSMENT (continued)

report sexual harassment against students, training such employees to recognize **and address** sexual harassment ~~and address reports of~~ incidents furthers the district's interest in protecting both employees and students against prohibited conduct. Thus, it is strongly recommended that districts periodically provide sexual harassment training or information to all their employees, especially those who work at school sites.

Provision of periodic training to all district employees could also help foster a positive work environment and mitigate damages against a district in the event of sexual harassment litigation. In Department of Health Services v. Superior Court (McGinnis), the California Supreme Court held that employers that have taken reasonable steps to prevent and correct workplace sexual harassment may be able to reduce damages in the event of a lawsuit. Such steps may include establishing anti-harassment policies and communicating those policies to employees.

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. **Such** ~~The~~ training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Note: **The remainder of this section is for use by districts with 50 or more employees. Although the law does not require districts with fewer than 50 employees to provide sexual harassment training to supervisors, court decisions have held that providing training may help mitigate damages in sexual harassment suits. Additionally, provision of supervisor training may be a factor in determining whether a district has taken reasonable steps to prevent discrimination and harassment pursuant to Government Code 12940.**

Government Code 12950.1 requires such districts to provide two hours of sexual harassment training and education once every two years to every supervisory employee, defined as any employee with the authority to take employment action, including hiring, transferring, suspending, and disciplining other employees, or recommend such action if the exercise of that authority is not merely routine or clerical in nature. All newly hired supervisors or employees promoted to a supervisory position must receive the training within six months of their hire or assumption of the supervisory position. Compliance with this law does not insulate the district from any liability for harassment.

Governing Board members, as elected officials, are not usually considered "supervisors"; however, since Board members have the authority to hire, reward, or discipline the Superintendent and other employees, Board members may also be required to receive sexual harassment training. Districts should consult with legal counsel to ensure that the appropriate individuals receive training.

~~Although the law does not require districts with fewer than 50 employees to provide sexual harassment training to supervisors, court decisions have held that providing training may help mitigate damages in sexual harassment suits. Districts with fewer than 50 employees may delete or modify the remainder of this section to reflect district practice.~~

SEXUAL HARASSMENT (continued)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A *supervisory employee* is any employee ~~with~~ **having** the authority, **in the interest of the district**, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, **or the responsibility to direct them, adjust their grievances, or to effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment.** (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

Note: Government Code 12950.1 and 2 CCR ~~11023~~ **11024**, as amended and renumbered by Register 2015, No. 50, require that the training for supervisory employees contain specified components and be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

The district's sexual harassment training and education program for supervisory employees shall ~~include the provision of~~ **be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following:** (Government Code 12950.1; 2 CCR ~~11023~~ **11024**)

1. Information and practical guidance regarding federal and state laws on the prohibition, ~~against and the prevention,~~ and correction of sexual harassment, ~~and the remedies available to the victims of sexual harassment~~ **victims in employment civil actions, and potential district and/or individual exposure or liability**
2. ~~Practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation~~ **The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources**

Note: Pursuant to Government Code 12950.1, ~~the prevention of abusive conduct must be included as a component of the sexual harassment training for supervisors.~~

SEXUAL HARASSMENT (continued)

- ~~3.~~ A component on the prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
- 3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment**
- 4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint**
- 5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed**
- 4.6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
- ~~3.7.~~ A component on ~~the~~ **definition and** prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
- ~~5.~~ All other contents of mandated training specified in 2 CCR 11023

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR ~~11023~~ **11024**)

Notifications

Note: Education Code 231.5 requires that the district provide copies of its policy on sexual harassment to staff, as specified below. In addition, 2 CCR 11023~~4~~ requires that supervisory employees undergoing mandatory training receive a copy of the district's policy and acknowledge receipt of the policy; see item #6 in the section "Training" above.

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

SEXUAL HARASSMENT (continued)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

Note: Government Code 12950 requires the Department of Fair Employment and Housing (DFEH) to develop posters and information sheets on employment discrimination and the illegality of sexual harassment. These documents are available on DFEH's web site.

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

AR 4119.11(g)
4219.11
4319.11

SEXUAL HARASSMENT (continued)

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

(3/08 ~~10/15~~) 12/16

CSBA Sample Board Policy

Students

BP 5030(a)

STUDENT WELLNESS

Note: The Healthy, Hunger-Free Kids Act of 2010 (42 USC 1758b) **mandates** each district participating in the National School Lunch Program (42 USC 1751-1769) or any program in the Child Nutrition Act of 1966 (42 USC 1771-1794), including the School Breakfast Program, to adopt a districtwide school wellness policy. The following policy fulfills this mandate and should be revised to reflect district practice. Other policies in the district's policy manual will likely contain additional provisions supporting this wellness policy, such as BP 3312 - Contracts, BP/AR 3550 - Food Service/Child Nutrition Program, BP/AR 3552 - Summer Meal Program, BP/AR 3553 - Free and Reduced Price Meals, BP/AR 3554 - Other Food Sales, BP/AR 6142.7 - Physical Education and Activity, and BP/AR 6142.8 - Comprehensive Health Education.

Although the Governing Board has discretion under 42 USC 1758b to determine specific policies appropriate for its schools, ~~the U.S. Department of Agriculture (USDA) is required to develop regulations 7 CFR 210.30, as added by 81 Fed. Reg. 50151, that provides a framework and guidelines to assist districts in establishing their student wellness policies, including minimum content requirements, assurance of stakeholder participation in the development and updates, and periodic assessment and disclosure of compliance with the district's wellness policy, and to provide technical assistance through the Centers for Disease Control and Prevention (CDC).~~ Currently, ~~the U.S. Department of Agriculture (USDA) and Centers for Disease Control and Prevention (CDC)~~ provide resources and implementation tools on their web sites. In addition, CSBA's Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide summarizes research on the relationship between nutrition and physical activity and student achievement, provides worksheets for policy development, and contains other resources that may be useful in the development of the wellness policy.

The following paragraph links student wellness with the components of a coordinated school health approach recommended in the California Department of Education's (CDE) Health Framework for California Public Schools and may be revised to reflect district practice.

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

- (cf. 1020 - Youth Services)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 3514 - Environmental Safety)*
- (cf. 5131.6 - Alcohol and Other Drugs)*
- (cf. 5131.61 - Drug Testing)*
- (cf. 5131.62 - Tobacco)*
- (cf. 5131.63 - Steroids)*
- (cf. 5141 - Health Care and Emergencies)*
- (cf. 5141.22 - Infectious Diseases)*

STUDENT WELLNESS (continued)*(cf. 5141.3 - Health Examinations)**(cf. 5141.31 - Immunizations)**(cf. 5141.32 - Health Screening for School Entry)**(cf. 5141.6 - School Health Services)**(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)**(cf. 6164.2 - Guidance/Counseling Services)***School Health Wellness Council/Committee**

Note: 42 USC 1758b and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, requires that districts permit specified stakeholders ~~be permitted~~ to participate in the development, implementation, and periodic review and update of the district's wellness policy. One method to achieve continuing involvement of those groups and other key stakeholders ~~is could be~~ through the creation of a school wellness health council, as recommended in the CDE's Health Framework for California Public Schools. Pursuant to Government Code 54952, committees created by formal action of the Board are subject to open meeting laws (the Brown Act); see AR 1220 - Citizen Advisory Committees.

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.30)

Note: The remainder of this section is optional and may be revised to reflect district practice.

To fulfill this requirement, the Superintendent or designee may appoint a school wellness health council or other district committee, ~~whose membership shall include representatives of these groups and a wellness council coordinator. The council may include representatives of the groups listed above, as well as~~ He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

*(cf. 1220 - Citizen Advisory Committees)**(cf. 9140 - Board Representatives)*

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The ~~school health wellness~~ council/~~committee~~ shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/~~committee~~ may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

STUDENT WELLNESS (continued)

Goals for Nutrition, Physical Activity, and Other Wellness Activities

Note: 42 USC 1758b and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, mandates that the district's wellness policy include goals for the activities specified below.

The Board shall adopt **specific** goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. **In developing such goals, the Board shall review and consider evidence-based strategies and techniques.** (42 USC 1758b; 7 CFR 210.30)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

Note: The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer Learning Programs)

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 - Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical

STUDENT WELLNESS (continued)

education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development ~~shall may~~ be regularly offered to **the nutrition program director, managers, and staff, as well as** health education **teachers, and** physical education teachers, coaches, activity supervisors, ~~food services staff,~~ and other staff as appropriate to enhance their ~~health~~ knowledge and skills **related to student health and wellness.**

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.~~

~~*(cf. 1100 - Communication with the Public)*~~

~~*(cf. 1112 - Media Relations)*~~

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

~~*(cf. 1114 - District Sponsored Social Media)*~~

~~*(cf. 6020 - Parent Involvement)*~~

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

STUDENT WELLNESS (continued)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutritional Guidelines for All Foods Available at School

Note: 42 USC 1758b **mandates** that the district's wellness policy include nutritional guidelines that are consistent with federal nutrition standards, as specified below. Also see AR 3550 - Food Service/Child Nutrition Program.

For all foods **and beverages** available on each campus during the school day, the district shall adopt nutritional guidelines which are consistent with 42 USC **1758, 1766, 1773,** and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

Note: The remainder of this section provides policy language to address this mandated topic and should be revised to reflect district practice.

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to 42 USC 1758, schools participating in the National School Lunch Program are required to make free drinking water available for consumption at locations where meals are served during meal service. In addition, Education Code 38086 requires all California schools to make free drinking water available during school meal times, unless the Board adopts a resolution demonstrating that the district is unable to comply due to fiscal constraints or health or safety concerns. See AR 3550 - Food Service/Child Nutrition Program for policy language related to these requirements. Also see CSBA's policy brief [Increasing Access to Drinking Water in Schools](#) for further information and sample strategies for providing water and encouraging consumption. **Information on potential funding sources to comply with the potable water requirement is available on the CDE web site.**

The Superintendent or designee shall provide access to free, potable water **during meal times** in the food service area **during meal times** in accordance with Education Code 38086 and 42

STUDENT WELLNESS (continued)

USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and **by** serving water in an appealing manner.

Note: Pursuant to 7 CFR 210.30, as added by 81 Fed. Reg. 50151, districts are mandated to include, within the wellness policy, standards for all foods and beverages which are made available to students outside the district's food services program (e.g., sales through vending machines, student stores, and fundraisers). Nutrition standards and other requirements pertaining to such food sales outside the food services program (e.g., sales through vending machines, student stores, and fundraisers) are addressed in AR 3554 - Other Food Sales. Pursuant to 42 USC 1758b, the USDA is required to establish nutrition standards for all foods sold and served in school at any time during the school day, although exemptions may be allowed for school-sponsored fundraisers if the fundraisers are approved by the school and are infrequent. Districts will be required to implement the standards beginning one school year following the approval of the federal rule.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's **reimbursable** food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)

(cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Note: Pursuant to 7 CFR 210.30, as added by 81 Fed. Reg. 50151, only those foods and beverages that are allowed for sale on campus during the school day may be marketed within the district. The Analysis of Comments to the federal regulations, 81 Fed. Reg. 50151 pg. 50159-50160, clarifies that this includes, but is not limited to, marketing by way of signage, vending machine exteriors, menu boards, coolers, trash cans, cups and scoreboards, but does not apply to materials for educational purposes. It also states that existing items do not need to be immediately replaced, but as new contracts are signed and/or durable equipment replaced, these guidelines should be followed.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

STUDENT WELLNESS (continued)

(cf. 1325 - Advertising and Promotion)

Program Implementation and Evaluation

Note: 42 USC 1758b and 7 CFR 210.30 require the district to identify an individual with the authority and responsibility to ensure that each district school complies with the wellness policy. The Analysis of Comments to the federal regulations, 81 Fed. Reg. 50151 pg. 50155, recommends that districts provide a means of contacting the designated individual by providing a district or school phone number and/or email address.

The Superintendent shall designate the individual(s) identified below as the individual(s) responsible for ensuring one or more district or school employees, as appropriate, to ensure that each school site complies with this the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

(Title or Position)

(Phone Number)

(Email Address)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

Note: 42 USC 1758b requires assessment of the implementation of the wellness policy but does not define any specific timeline. CSBA's publication *Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies* recommends that a report on the implementation of the wellness policy be provided to the Board at least once every two years. The following optional paragraph may be revised to reflect district practice. 42 USC 1758b and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, require an assessment of the implementation and compliance of the wellness policy as specified in the paragraph below. At its discretion, the district may revise the following paragraph to reflect a more frequent schedule.

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every ~~two~~ three years. (42 USC 1758b; 7 CFR 210.30)

Note: 42 USC 1758b requires that the district assessment include a comparison of the district's policy with model wellness policies. See the USDA's web site for model policies and best practices recommended by federal and state agencies and nongovernmental organizations.

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

STUDENT WELLNESS (continued)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the ~~school health~~ **wellness** council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

Note: Items #1-~~89~~ below are **optional** and may be revised to reflect district practice. For further information about the following indicators and a list of other possible indicators, see CSBA's Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies. The guide also describes possible data sources that may be used for each indicator and includes a sample report format. Indicators selected by the district may include a mix of process measures (e.g., level of student participation, number of classes, staffing, and costs) as well as outcome measures that assess the policy's impact on students (e.g., physical fitness test results, Body Mass Index, and food choices).

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods **and beverages** sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
- 5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards**
- 5.6.** Results of the state's physical fitness test at applicable grade levels
- 6-7.** Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
- 7.8.** A description of district efforts to provide additional opportunities for physical activity outside of the physical education program

STUDENT WELLNESS (continued)

- 8.9.** A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

~~The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before and after school program staff, and/or other appropriate persons.~~[MOVED UP]

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

~~The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)~~[MOVED TO "NOTIFICATIONS" SECTION]

Note: In addition to the district self-assessment described above, 7 CFR 210. 18, as amended by 81 Fed. Reg. 50151, requires that the CDE conduct administrative reviews of all districts at least once every three years to ensure that districts are complying with their wellness policy. See section "Records" below for information about records that may be required for this assessment. The USDA's Food and Nutrition Service may grant a one-year extension to the CDE's three-year review cycle if needed for efficient state management of the program.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

~~In addition,~~ The assessment results **of both the district and state evaluations** shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Posting Requirements

~~Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)~~

STUDENT WELLNESS (continued)**Notifications**

Note: Pursuant to Education Code 49432, as amended by SB 1169 (Ch. 280, Statutes of 2016), 42 USC 1758b, and 7 CFR 210.30, as added by 81 Fed. Reg. 50151, the district is required to inform the public of the content and implementation of the wellness policy and the district's progress towards meeting the goals of the policy, as described below.

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

(cf. 5145.6 - Parental Notifications)

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

The Superintendent or designee ~~may disseminate health information and/or the district's student wellness policy to parents/guardians through~~ **shall distribute this information through the most effective methods of communication, including** district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health **and wellness** and academic performance.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 6020 - Parent Involvement)

Note: As amended by SB 1169 (Ch. 280, Statutes of 2016), Education Code 49432 no longer requires schools to post the district's policies and regulations on nutrition and physical activity in public view **within all school cafeterias or other central eating areas.** Education Code 49432 continues to authorize, but does not require, schools to post a summary of nutrition and physical activity laws and regulations. The following paragraph is **optional**.

Each school ~~shall also~~ **may** post a summary of nutrition and physical activity laws and regulations prepared by the ~~California Department of Education~~ **CDE**.

Records

Note: 7 CFR 210.30, as added by 81 Fed. Reg. 50151, requires the district to retain records to document compliance with the federal regulation. The following paragraph outlines the records that, at a minimum, must be retained by the district.

STUDENT WELLNESS (continued)

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

Legal Reference: (see next page)

STUDENT WELLNESS (continued)*Legal Reference:*EDUCATION CODE

33350-33354 CDE responsibilities re: physical education

38086 Free fresh drinking water

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

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49564.2 Meals for needy students

49565-49565.8 California Fresh Start pilot program

49570 National School Lunch Act

51210 Course of study, grades 1-6

51210.1-51210.2 Physical education, grades 1-6**51210.4 Nutrition education**

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51795-51796.58 School instructional gardens

51880-51921 Comprehensive health education

CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, especially:

1758b Local wellness policy

1771-1794.3 Child Nutrition Act, especially:

1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.34.3 National School Lunch Program, especially:

210.30 Wellness policy

220.1-220.22 National School Breakfast Program

COURT DECISIONS*Frazer v. Dixon Unified School District*, (1993) 18 Cal.App.4th 781*Management Resources:*CSBA PUBLICATIONS**Integrating Physical Activity into the School Day, Governance Brief, April 2016**Increasing Access to Drinking Water in Schools, Policy Brief, March/April 2013Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012**Physical Activity and Physical Education in California Schools, Research Brief, April 2010**Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009*Management Resources continued: (see next page)*

STUDENT WELLNESS (continued)*Management Resources: (continued)*CSBA PUBLICATIONS (continued)Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009Physical Education and California Schools, Policy Brief, rev. October 2007School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSPhysical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003CALIFORNIA PROJECT LEAN PUBLICATIONSPolicy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006CENTER FOR COLLABORATIVE SOLUTIONSChanging Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, **March 2010 January 2015**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONSSchool Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, **2005 rev. 2012**FEDERAL REGISTERRules and Regulations, **January 26, 2012, Vol. 77, Number 17, pages 4088-4167 July 29, 2016, Vol. 81, Number 146, pages 50151-50170**NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONSFit, Healthy and Ready to Learn, **2000 rev. 2012**U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONSDietary Guidelines for Americans, **2005 2016****Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000**WEB SITESCSBA: <http://www.csba.org>Action for Healthy Kids: <http://www.actionforhealthykids.org>**Alliance for a Healthier Generation: <http://www.healthiergeneration.org>**California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>California Department of Public Health: <http://www.cdph.ca.gov>California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>California School Nutrition Association: <http://www.calsna.org>Center for Collaborative Solutions: <http://www.ccscenter.org>Centers for Disease Control and Prevention: <http://www.cdc.gov>Dairy Council of California: <http://www.dairycouncilofca.org>National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>National Association of State Boards of Education: <http://www.nasbe.org>School Nutrition Association: <http://www.schoolnutrition.org>Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>**U.S. Department of Agriculture, Healthy Meals Resource System: <http://healthymeals.fns.usda.gov>**

(7/11 4/13) 12/16

CSBA Sample Administrative Regulation

Students

AR 5111.1(a)

DISTRICT RESIDENCY

Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

Note: State law provides a number of options under which a student may attend school in a district other than the district where he/she resides. For instance, a student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state subject to certain conditions, pursuant to Education Code 48350-48361; see BP/AR 5118 - Open Enrollment Act Transfer. If the district chooses to enter into an interdistrict attendance agreement pursuant to Education Code 46600-46611, a student may request a permit to attend school in a different district when both the district of residence and the district of proposed attendance have agreed to allow interdistrict attendance. If the Governing Board has declared the district to be a "school district of choice" pursuant to Education Code 48300-48316, the district may accept a specific number of interdistrict transfers into the district through a random, unbiased selection process. See BP/AR 5117 - Interdistrict Attendance for further information about these options. Pursuant to Education Code 48204, 48301, and 48356, students admitted under any of these options are deemed to have met district residency requirements. The district should revise item #3 as appropriate to reflect options provided by the district.

3. The student **has been is** admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)

DISTRICT RESIDENCY (continued)

7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

Note: Education Code 48204, as amended by SB 200 (Ch. 174, Statutes of 2015) and AB 224 (Ch. 554, Statutes of 2015), provides that a student can meet residency requirements based on the location of his/her parent/guardian's employment under the circumstances described in item #8 below.

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

Note: Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of 2016), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation (i.e., a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense or the U.S. Coast Guard) within district boundaries.

9. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)

(cf. 6173.2 - Education of Children of Military Families)

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

Note: The following section is **optional**. Education Code 48204 permits, but does not require, districts to admit a student whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week (so-called "Allen bill transfers"). If the district chooses to grant residency status to such students, it may nevertheless deny enrollment to students under the circumstances identified in items #1-3 below. SB 200 (Ch. 174, Statutes of 2015) and AB 224 (Ch. 554, Statutes of 2015) amended Education Code 48204 to provide that this option will become inoperative on July 1, 2017 unless extended by future legislation. AB 2537 (Ch. 106, Statutes of 2016) amended Education Code 48204 to indefinitely extend the district's authority to grant residency under these circumstances.

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

DISTRICT RESIDENCY (continued)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Note: The following paragraph is **optional**. In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that overcrowding is not an "arbitrary consideration" within the meaning of Education Code 48204. Therefore, a district may deny an application when the district's school facilities are overcrowded at the relevant grade level. The Attorney General also clarified that, once a student is admitted, he/she must be allowed to continue to attend school in the district through the highest grade level offered by the district, even if the school subsequently becomes overcrowded at the relevant grade level. Although Attorney General opinions are not binding on the courts, they are generally afforded deference when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

Note: Education Code 48204 prescribes limits on the number of net Allen bill transfers out of the district (the difference between the number of students entering and exiting the district) that a district may allow each fiscal year, unless waived by the sending district. The limits are based on the average daily attendance (ADA) of the district, as follows: five percent of ADA for districts with 500 or less ADA; three percent of ADA or 25 students, whichever is greater, for districts with an ADA of 501-2,500; and one percent of ADA or 75 students, whichever is greater, for districts with an ADA of 2,501 or more. The following paragraph may be modified to specify the percentage that applies to the district's ADA.

Even if the district has not authorized Allen bill transfers into the district, Education Code 48204 provides that the district may disallow transfers out of the district, within the specified limits, by students whose parent/guardian is employed within the boundaries of another district.

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

DISTRICT RESIDENCY (continued)**Proof of Residency**

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student

Note: Pursuant to Education Code 48204, a student shall be deemed a resident of the district if he/she lives with a caregiving adult within district boundaries; see item #5 in section "Criteria for Residency" above. Family Code 6552 provides an affidavit which authorizes a caregiver 18 years of age or older to enroll a minor in school and requires the caregiver's attestation that the student lives with the caregiver. If the student stops living with the caregiver, Family Code 6550 requires the caregiver to so notify the school.

9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

(cf. 5141 - Health Care and Emergencies)

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

Note: The following paragraph is for use by districts in which there is a military installation within district boundaries. Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of

DISTRICT RESIDENCY (continued)

2016), a parent/guardian who is seeking residency status based on his/her transfer or pending transfer to a military installation within district boundaries may provide any of the following types of proof of residence.

A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

Note: Federal and state law require the immediate enrollment of homeless youth (Education Code 48852.7; 42 USC 11432), and foster youth (Education Code 48853.5), or student who has had contact with the juvenile justice system (Education Code 48645.5), regardless of their his/her ability to provide the school with records normally required for enrollment, including proof of residency. If a dispute arises over the enrollment of a homeless or foster youth, the student must be allowed to attend school while the district liaison conducts a dispute resolution process. See BP/AR/E 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.

The California Department of Education's web site provides sample forms to obtain a declaration and affidavit from the parent/guardian or other qualified adult relative of a homeless child attesting that the family does not have a fixed, regular, adequate nighttime residence and indicating the current location where the family lives.

~~The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.~~

~~However, a~~Any homeless or foster youth or student who has had contact with the juvenile justice system shall ~~not be required~~ immediately enrolled in school even if he/she is unable to provide proof of residency as a condition of enrollment in district schools. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

~~A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.~~[MOVED UP]

DISTRICT RESIDENCY (continued)**Safe at Home/Confidential Address Program**

Note: Government Code 6205-6210 authorize the Secretary of State to provide victims of domestic violence, stalking, or sexual assault with a substitute address to use in place of their residence, work, or school address in all public records. Under this program, the Secretary of State receives any mail sent to the substitute address and forwards it to the program participant's confidential address. Pursuant to Government Code 6207, the district must accept and use the substitute address designated by the Secretary of State as a participant's substitute address for all communication and correspondence with program participants. The participant will present a laminated identification card containing his/her substitute address and a four-digit authorization number. The district may verify the enrollment of a student in the program by contacting the Safe At Home program.

Program participants have been advised by the Secretary of State to provide administrators with their actual residence location only for school emergency purposes and to establish residency within the district.

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

(cf. 3580 - District Records)

(11/11 ~~12/15~~) 12/16

CSBA Sample Board Policy

Students

BP 5116.2(a)

INVOLUNTARY STUDENT TRANSFERS

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5116.1 - Intradistrict Open Enrollment)

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

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

(cf. 6173.3 - Education for Juvenile Court School Students)

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

Students Convicted of Violent Felony or Misdemeanor

Note: Education Code 48929, as added by SB 1343 (Ch. 154, Statutes of 2016), authorizes a district to involuntarily transfer a student who has been convicted of a violent felony as defined in Penal Code 667.5(c) (including, but not limited to, attempted murder, rape, assault, kidnapping, and robbery) or a misdemeanor associated with possession of a firearm as specified in Penal Code 29805, whenever the student is enrolled at the same school as a student who was a victim of the crime.

In order to exercise this authority, Education Code 48929 **mandates** the Governing Board to adopt, at a regularly scheduled meeting, policy that contains the following provisions: (1) a requirement that the student and his/her parent/guardian be notified of the right to request a meeting with the principal or designee; (2) a requirement that the school first attempt to resolve the conflict using restorative justice, counseling, or other services; (3) whether the decision to transfer a student is subject to periodic review and the procedure for conducting the review; and (4) the process to be used by the Board to consider and approve or disapprove the recommendation of the principal or designee to transfer the student. Education Code 48929 also requires the district to provide notice of the policy to parents/guardians as part of the annual parental notification required by Education Code 48980.

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

INVOLUNTARY STUDENT TRANSFERS (continued)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6164.2 - Guidance and Counseling Services)

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

Note: The following paragraph may be revised to reflect district practice. Education Code 48929 **mandates** that the Board adopt policy describing the process to be used by the Board to consider and take action on the recommendation to transfer a student under this law, but does not prescribe any such process.

Education Code 35146 provides that the Board must meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. See BB 9321 - Closed Session Purposes and Agendas.

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

(cf. 9321 - Closed Session Purposes and Agendas)

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

INVOLUNTARY STUDENT TRANSFERS (continued)

Other Involuntary Transfers

Students may be involuntarily transferred under either of the following circumstances:

Note: Item #1 below is for use by districts that maintain high schools. Education Code 48432 requires such districts to establish and maintain continuation education schools or classes whenever there are any students residing in the district who are subject to compulsory continuation education. Pursuant to Education Code 48432.5, districts that assign students to continuation schools are mandated to adopt rules and regulations governing procedures for involuntary transfer of students to continuation schools. See BP/AR 6184 - Continuation Education for language fulfilling this mandate.

1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)

(cf. 6184 - Continuation Education)

Note: Education Code 48660-48666 authorize districts to establish community day schools for expelled students, certain probation-referred students pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or through another formal district process. Pursuant to Education Code 48662, districts establishing a community day school are mandated to adopt policy that provides procedures for the involuntary transfer of students to the school. See BP/AR 6185 - Community Day Schools for language fulfilling this mandate.

2. If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6185 - Community Day School)

Legal Reference: (see next page)

INVOLUNTARY STUDENT TRANSFERS (continued)

Legal Reference:

EDUCATION CODE

35146 *Closed sessions; student matters*

48430-48438 *Continuation classes, especially:*

48432.5 *Involuntary transfer to continuation school*

48660-48666 *Community day schools, especially:*

48662 *Involuntary transfer to community day school*

48900 *Grounds for suspension and expulsion*

48929 *Transfer of student convicted of violent felony or misdemeanor*

48980 *Notice at beginning of term*

PENAL CODE

667.5 *Violent felony, definition*

29805 *Misdemeanors involving firearms*

WELFARE AND INSTITUTIONS CODE

300 *Minors subject to jurisdiction*

602 *Minors violating laws defining crime; ward of court*

Management Resources:

WEB SITES

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

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

CSBA Sample Board Policy

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Three courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6011 – Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

7. One year of a Career and Technical Education course.
8. One year of a freshman success course with technology embedded.
9. Twenty hours of community service.

(cf. 6142.4 - Service Learning/Community Service Classes)

10. Completion of 90 election units at Pierce High School and 45 elective units at Arbuckle Alternative High School.
11. Completion of a Student College and Career Portfolio and Presentation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Exemptions and Waivers

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

(cf. 6173.2 - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

- 47612 Enrollment in charter school
- 48200 Compulsory attendance
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Acceptance of coursework
- 48980 Required notification at beginning of term
- 49701 Interstate Compact on Educational Opportunity for Military Children
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra instruction
- 51225.1 Exemption from district graduation requirements
- 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
- 51225.3 High school graduation
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.5 Honorary diplomas; foreign exchange students
- 51225.6 Compression-only cardiopulmonary resuscitation
- 51228 Graduation requirements
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51412 Diplomas
- 51420-51427 High school equivalency certificates
- 51430 Retroactive high school diplomas
- 51440 Retroactive high school diplomas
- 51450-51455 Golden State Seal Merit Diploma
- 51745 Independent study restrictions
- 56390-56392 Recognition for educational achievement, special education
- 60851.5 Suspension of high school exit examination
- 60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination
- 66204 Certification of high school courses as meeting university admissions criteria
- 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

- 1600-1651 Graduation of students from grade 12 and credit toward graduation
- 4600-4687 Uniform complaint procedures

COURT DECISIONS

- O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, High School: <http://www.cde.ca.gov/ci/g/hs>
- University of California, List of Approved a-g Courses:
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

(12/13 12/15) 12/16

CSBA Sample Board Policy

Instruction

BP 6164.6(a)

IDENTIFICATION AND EDUCATION UNDER SECTION 504

Note: The following policy and accompanying administrative regulation address the identification and education of students who may be eligible for services under the provisions of Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794; **34 CFR 104.1-104.39**). Pursuant to 34 CFR 104.33, eligible students are entitled to a free appropriate public education (FAPE) which is designed to meet the student's individual educational needs as adequately as the needs of ~~nondisabled~~ students **without disabilities** are met. Enforcement of Section 504 requirements is the responsibility of the U.S. Department of Education's Office for Civil Rights (OCR), which monitors districts' policies, processes, and practices to ensure legal compliance.

~~A~~ Students may be identified as **disabled-a student with a disability** under Section 504 even though ~~they do not require services pursuant to~~ **he/she is not identified as a child with a disability under** the federal Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482). The identification of students eligible for **special education and related** services under **the** IDEA is addressed at BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

The Governing Board believes that all children, including children with disabilities, should have ~~an~~ **the** opportunity to learn in a safe and nurturing environment. The ~~district~~ **Superintendent or designee** shall work to identify children with disabilities who reside within ~~its~~ **the** jurisdiction **of the district** in order to ensure that they receive educational and related services required by law.

Note: Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (34 CFR 104.1-104.39) prohibit discrimination on the basis of disability in district programs and activities; see BP 0410 - Nondiscrimination in District Programs and Activities.

The Superintendent or designee shall provide ~~identified-qualified~~ students with disabilities with a free appropriate public education (**FAPE**), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of ~~nondisabled~~ students **without disabilities** are met. (34 CFR 104.33)

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

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

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

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

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

Note: Pursuant to 34 CFR 104.33, as interpreted by OCR in its January 2013 Dear Colleague Letter, a district's responsibility under Section 504 **requirements** extends to providing students with disabilities equal opportunity to participate in extracurricular athletics and other nonacademic programs or activities that constitute the overall educational program.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6145.5 - Student Organizations and Equal Access)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 52060 requires that the district adopt a local control and accountability plan (LCAP) that includes annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, students with disabilities are one of the numerically significant subgroups whose needs must be addressed in the LCAP, when there are at least 30 students with disabilities in the district or a school. See BP/AR 0460 - Local Control and Accountability Plan.

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

Note: The following optional paragraph ensures the availability of hearing officers to conduct impartial hearings to resolve disagreements about the provision of FAPE, pursuant to 34 CFR 104.36.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)*Legal Reference:*EDUCATION CODE49423.5 *Specialized physical health care services***52052 Numerically significant student subgroups****52060-52077 Local control and accountability plan****56043 Special education, timelines****56321 Assessment; development of IEP; parental notifications, consent**CODE OF REGULATIONS, TITLE 53051.12 *Health and Nursing Services*UNITED STATES CODE, TITLE 201232g *Family Educational Rights and Privacy Act of 1974*1400-1482 *Individuals with Disabilities Education Act*UNITED STATES CODE, TITLE 29705 *Definitions; Vocational Rehabilitation Act*794 *Rehabilitation Act of 1973, Section 504*UNITED STATES CODE, TITLE 4212101-12213 *Americans with Disabilities Act***CODE OF REGULATIONS, TITLE 28****35.101-35.190 Nondiscrimination on the basis of disability in state and local government services**CODE OF FEDERAL REGULATIONS, TITLE 34104.1-104.61 *Nondiscrimination on the basis of handicap, especially:*104.1 *Purpose to effectuate Section 504 of the Rehabilitation Act of 1973*104.3 *Definitions*104.32 *Location and notification*104.33 *Free appropriate public education*104.34 *Educational setting*104.35 *Evaluation and placement*104.36 *Procedural safeguards***104.37 Nonacademic services****104.7 Responsible employee; grievance procedures**COURT DECISIONSChristopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205*Management Resources:*CSBA PUBLICATIONSRights of Students with Diabetes Under IDEA and Section 504, Policy Brief, **November-December** 2007CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIESLegal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS**Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016****Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, October 2015**Dear Colleague Letter, January 2013Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, January 2012Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007*Management Resources continued: (see next page)*

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Management Resources: (continued)

WEB SITES

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

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

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/about/offices/list/ocr>

(11/07 ~~4~~/13) 12/16

CSBA Sample Administrative Regulation

Instruction

AR 6164.6(a)

IDENTIFICATION AND EDUCATION UNDER SECTION 504

Note: Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794) prohibits discrimination on the basis of disability. Pursuant to 34 CFR 104.7, the district is required to designate the person(s) responsible for the overall implementation of the requirements of Section 504, as specified below.

The U.S. Department of Education Office for Civil Rights (OCR), which is responsible for enforcing the provisions of Section 504 and also for receiving and handling complaints from parents/guardians, students, and advocates, has issued guidance on Section 504 requirements. In its Dear Colleague Letter issued in January 2012, and the attached Questions and Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elementary and Secondary Schools, OCR clarifies the extent to which 29 USC 705, which was amended by the Americans with Disabilities Amendments Act (ADA) of 2008, affects the definition of "disability" and "substantially limits" for Section 504 purposes. In addition, in January 2013, OCR issued another Dear Colleague Letter to clarify districts' obligations under Section 504, particularly as they relate to providing students with disabilities an opportunity to participate in extracurricular athletics and other nonacademic activities that are a part of the overall education program.

The following **optional** administrative regulation focuses on district procedures for identifying and evaluating students who are eligible to receive a **free appropriate public education (FAPE) under Section 504** and is consistent with **OCR guidance from the U.S. Department of Education Office for Civil Rights (OCR), which is responsible for enforcing the provisions of Section 504 and also for receiving and handling complaints from parents/guardians, students, and advocates.**

Pursuant to 34 CFR 104.7, the district is required to designate the person(s) responsible for the overall implementation of the requirements of Section 504. The district should fill in the blanks below to specify the position title and contact information of the designated employee(s).

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

(position title)

(address)

(telephone number)

Definitions

Note: The following definitions are consistent with **42 USC 12101-12213**, the Americans with Disabilities Act (**ADA**) Amendments Act of 2008 (**42 USC 12101-12213**), and its implementing regulations (**28 CFR 35.101-35.190**, as amended by **81 Fed. Reg. 53203**).

For the purpose of implementing Section 504 **of the Rehabilitation Act of 1973**, the following terms and phrases shall have only the meanings specified below:

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of ~~nondisabled~~ students **without disabilities** are met, **without at no** cost to the student or his/her parent/guardian except when a fee is ~~imposed on nondisabled students~~ **specifically authorized by law for all students.** (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

Note: Pursuant to ~~34 CFR 104.3~~ **28 CFR 35.108**, a student is considered **disabled to have a disability** when he/she has a physical or mental impairment that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment. ~~According to OCR, a district is required to provide FAPE only to those students whose impairment currently limits a major life activity. Accordingly, a student may have a disability and technically meet eligibility requirements under Section 504, but not actually need any services. A Dear Colleague Letter issued by OCR in July 2016 clarifies that a district is not required to provide additional services to a student with a disability if the student does not need any special education or related service as a result of the disability.~~ However, Section 504 **still** requires districts to protect a student who has a record of or is regarded as having such an impairment from discriminatory treatment. For example, it would be discriminatory and thus illegal to prohibit a student who has a record of bone cancer, **but is even if** currently in remission, from trying out for the basketball team based on his/her history of cancer.

As added by 81 Fed. Reg. 53203, 28 CFR 35.108 expands and clarifies the definition of "disability" and its associated terms. In general, the term "disability" must be interpreted broadly, in favor of providing "expansive coverage" to the maximum extent permitted by the ADA.

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (**28 CFR 35.108** ~~34 CFR 104.3~~)

Note: ~~Examples of physical or mental impairments that may constitute disabling conditions under Section 504 if they substantially limit a major life activity may include, but are not limited to, diabetes; communicable diseases such as HIV/AIDS; tuberculosis; attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); chronic asthma and severe allergies; physical disabilities such as spina bifida or hemophilia; and temporary disabilities depending on the anticipated length of disability, the seriousness of the illness/injury, and the needs of the student (e.g., students injured in accidents or suffering short-term illnesses).~~ **As added by 81 Fed. Reg. 53203, 28 CFR 35.108 defines "physical and mental impairment" and provides a nonexhaustive list of conditions that qualify as physical and mental impairments, updated to include dyslexia, attention deficit hyperactivity disorder (ADHD), and disorders and conditions affecting the immune and circulatory systems.** In the event that these conditions fall within the disabilities categories specified in the Individuals with Disabilities Education Act (IDEA), then the student may need to be considered for services under that law; see BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more ~~of the following~~ body systems, **such as:** neurological; musculoskeletal, special sense organs; respiratory; (including speech organs); cardiovascular; reproductive, digestive, genito-urinary; **immune, hemic, and lymphatic;** skin; and endocrine. (**28 CFR 35.108** ~~34 CFR 104.3~~)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Mental impairment means any mental or psychological disorder, such as **mental retardation**, **intellectual disability**, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (28 CFR 35.108 34 CFR 104.3)

Note: 28 CFR 35.108, as added by 81 Fed. Reg. 53203, requires the term "substantially limits" to be construed broadly. An impairment is a disability if it substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population. Such comparison usually does not require scientific, medical, or statistical evidence. An impairment need not prevent or significantly or severely restrict the performance of a major life activity in order to qualify as substantially limiting.

28 CFR 35.108 also provides that (1) in determining whether or not an impairment substantially limits a major life activity, the ameliorative effects of mitigating measures, other than ordinary eyeglasses or contact lenses, may not be considered; (2) an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active; and (3) an impairment that substantially limits one major life activity need not substantially limit other major life activities in order to be considered a substantially limiting impairment.

Additionally, 28 CFR 35.108 expands the definition of "major life activities" to include the operation of specific major bodily functions.

Substantially limits major life activities means limiting a person's ability to perform functions, **as compared to most people in the general population**, such as caring for himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, **writing**, communicating, and working. *Major life activities* also includes major bodily functions such as functions of the immune system, **special sense organs and skin**, normal cell growth, ~~and~~ digestive, bowel, bladder, neurological, brain, respiratory, circulatory, **cardiovascular**, endocrine, **hemic, lymphatic, musculoskeletal**, and reproductive functions, **as well as the operation of an individual organ within a body system. The determination of whether an impairment** ~~substantially limits a student's major life activities~~ shall be ~~determined~~ **made** without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. *Mitigating measures* **are measures that an individual may use to eliminate or reduce the effects of an impairment**, including, but ~~are~~ not limited to, medications, **medical supplies or equipment**, prosthetic devices, assistive devices, **reasonable modifications or auxiliary aids or services**, learned behavioral, or adaptive neurological modifications, **psychotherapy, behavioral therapy, or physical therapy**. ~~which an individual may use to eliminate or reduce the effects of an impairment.~~ (42 USC 12102; 28 CFR 35.108 34 CFR 104.3)

Referral, Identification, and Evaluation

Note: 34 CFR 104.35 requires the district to conduct an evaluation of any student who needs or is believed to need special education or related services under Section 504. However, the law does not require a specific procedure for referral of a student for the evaluation. Items #1-2 below provide such a procedure and should be modified to reflect district practice.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If ~~it is determined that~~ the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

Note: OCR has interpreted Section 504 to require districts to obtain ~~parental~~parent/guardian permission for initial evaluations. Although the law is silent on the form of ~~parental~~parent/guardian consent, it is recommended that the district obtain such consent in writing. The following paragraph should be modified to reflect district practice.

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

Note: 34 CFR 104.35 requires that the district's evaluation and placement procedures include the elements specified in items #a-c below.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

Note: While there is no specific requirement that a Section 504 services plan (sometimes called an accommodation plan) be in writing, it is strongly recommended that the district develop a written plan for each student detailing the regular and/or special education and related services that the student will be provided in order to ensure that the student is receiving FAPE in accordance with 34 CFR 104.33.

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.23 - Asthma Management)

(cf. 5141.24 - Specialized Health Care Services)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a ~~disabled~~ person **with a disability** under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)

Note: The law does not specify a time frame for completion of the evaluation and placement process, but OCR requires completion within "a reasonable amount of time." Generally, compliance with the timelines in **the IDEA** will be considered "reasonable" and thus in compliance with Section 504. However, Section 504 does not provide for an automatic suspension of the timelines during extended breaks or when schools are not in session, **as is permitted for the IDEA-associated timelines pursuant to Education Code 56043 and 56321**. For timelines under **the IDEA**, see AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. **The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.**
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5125 - Student Records)

Review and Reevaluation

Note: 34 CFR 104.35 requires a district to establish procedures for the periodic reevaluation of a student who has been identified as needing services under Section 504. A reevaluation procedure consistent with the IDEA is one means of meeting this requirement. The following section should be modified to reflect district practice.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of ~~nondisabled~~ students **without disabilities are met**. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

Note: As part of its responsibilities pursuant to 34 CFR 104.35, the district is required to reevaluate a student's needs before a significant change in his/her placement. Examples of actions that might constitute a "significant change in placement" triggering a reevaluation include, but are not limited to, expulsions;⁵ suspensions that exceed 10 school days within a school year;⁵ or removal from a fully integrated curriculum to a resource room, home instruction, independent study, or continuation school.

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

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

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

Procedural Safeguards

Note: 34 CFR 104.36 requires districts to adopt a system of procedural safeguards which must include the rights of parents/guardians to receive notice, examine relevant records, have an impartial hearing in which they would have an opportunity to participate and be represented by legal counsel, and a process for review of the hearing and decision as detailed in the following section.

Timelines suggested in this section should be revised to reflect district practice; however, OCR requires that the due process hearing procedures be completed within a "reasonably prompt time frame."

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

Note: 34 CFR 104.36 requires that the district's procedural safeguards for Section 504 include an impartial hearing to resolve disagreements about the provision of FAPE. This Section 504 due process hearing is separate from the due process hearing procedures under **the** IDEA and from the district's uniform complaint procedures, which are used to resolve complaints regarding discriminatory treatment (e.g., harassment or accessibility issues). See BP/AR 1312.3 - Uniform Complaint Procedures.

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

Note: According to OCR, the parent/guardian cannot be required to participate in an administrative review prior to exercising his/her right to a Section 504 due process hearing. Districts with questions should consult legal counsel, as appropriate.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, **or if the parent/guardian did not request an administrative review**, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
 - a. The specific nature of the decision with which he/she disagrees
 - b. The specific relief he/she seeks
 - c. Any other information he/she believes is pertinent to resolving the disagreement
2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
 - a. Be accompanied and advised by **legal** counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
 - b. Present written and oral evidence

IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

- c. Question and cross-examine witnesses
- d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

(cf. 5145.6 - Parental Notifications)

CSBA Sample Administrative Regulation

Instruction

AR 6173.3(a)

EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS

Note: The following administrative regulation is for use by districts that maintain secondary schools. Juvenile court schools are operated by county offices of education pursuant to Education Code 48645-48646 and serve students who are under the protection or authority of the county juvenile justice system. Pursuant to Education Code 48645.2, such schools may be administered either by the County Superintendent of Schools or by the board of the district in which the juvenile court school is located, through a contract between the County Board of Education and the district's governing board.

Education Code 51225.1 and 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), establish educational rights of former juvenile court school students who transition into a district school. These include rights related to the immediate enrollment of such students, the immediate transfer of educational records, the transfer of coursework and credits, and exemption from district-established graduation requirements under certain conditions.

The following **optional** paragraph reflects the intent expressed in Education Code 48647 to encourage collaboration between the district and county agencies to ensure effective communication, enrollment, and placement practices.

The Superintendent or designee shall collaborate with the County Superintendent of Schools and the county probation department to facilitate the transition of students from a juvenile court school into the regular schools of the district. Such collaboration may include, but not be limited to, the development of data-sharing systems, communication strategies, and other structures that aid in the enrollment, placement, and continuous educational progress of such students.

Enrollment

Note: Education Code 48645.5 requires the immediate enrollment of a student who has had contact with the juvenile justice system. Pursuant to Education Code 48645.5 and 48853.5, such a student must be enrolled even if he/she (1) has outstanding fees, fines, textbooks, or other items or monies due to the previous school; (2) does not have clothing normally required by the school, such as school uniforms; or (3) is unable to produce records normally required for enrollment.

A former juvenile court school student transferring into a regular district school shall be immediately enrolled in the school. The Superintendent or designee shall not deny enrollment to a student solely on the basis of his/her arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other contact with the juvenile justice system. (Education Code 48645.5)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS (continued)

(cf. 5132 - Dress and Grooming)
(cf. 5141.26 - Tuberculosis Testing)
(cf. 5141.31 - Immunizations)

Transfer of Coursework and Credits

When a student transfers from a juvenile court school into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed at that school and shall not require the student to retake the course. If the student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course completed. (Education Code 48645.5, 51225.2)

However, a student may be required to retake the portion of the course completed if the Superintendent or designee, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a former juvenile court school student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Note: The following paragraph should be revised to reflect district practice, consistent with district policy related to partial credit awarded to homeless students and foster youth. Although Education Code 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), requires districts to award partial credits to former juvenile court school students who transfer from school to school, there is no uniform system for calculating and awarding partial credits. The following paragraph reflects a recommendation in the California Child Welfare Council's Partial Credit Model Policy and Practice Recommendations and is consistent with the approach provided in AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject.

In no event shall the district prevent a former juvenile court school student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Graduation

If a student completes district graduation requirements while being detained in a juvenile facility, the district shall issue the student a diploma from the school the student last attended, unless the County Superintendent issues the diploma. (Education Code 48645.5)

EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS (continued)

(cf. 6146.1 - High School Graduation Requirements)

Note: The remainder of this section addresses the completion of graduation requirements by students who transfer from a juvenile court school to a district school after completing two years of high school. Education Code 51225.1, as amended by AB 2306 (Ch. 464, Statutes of 2016), exempts such students from district-established graduation requirements under certain conditions.

A student who transfers to a district school from a juvenile court school shall generally be expected to complete all courses required by Education Code 51225.3 and to fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a student who has completed his/her second year of high school transfers from a juvenile court school into a district school, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the termination of the court's jurisdiction over the student. (Education Code 51225.1)

(cf. 5145.6 - Parental Notifications)

To determine whether a student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any former juvenile court school student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a former juvenile court school student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a student, the person holding the right to make educational decisions for the student, or the student's social worker or probation officer. (Education Code 51225.1)

EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS (continued)

If a student is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a former juvenile court school student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if the student is under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Notification and Complaints

Information regarding the educational rights of former juvenile court school students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Note: Education Code 51225.1 and 51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), provide that complaints of noncompliance with specified requirements related to the educational rights of former juvenile court school students may be filed in accordance with the uniform complaint procedures specified in 5 CCR 4600-4687. As with other complaints covered under the uniform complaint procedures, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district must provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Any complaint that the district has not complied with requirements regarding the education of former juvenile court school students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference: (see next page)

EDUCATION FOR JUVENILE COURT SCHOOL STUDENTS (continued)

Legal Reference:

EDUCATION CODE

48645-48648 Juvenile court schools

48853.5 Immediate enrollment

51225.1 Exemption from district graduation requirements

51225.2 Former juvenile court school student defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

60851.5 Suspension of high school exit examination

WELFARE AND INSTITUTIONS CODE

602 Minors violating law; ward of court

880-893 Wards and dependent children; juvenile homes, ranches and camps

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

YOUTH LAW CENTER PUBLICATIONS

Educational Injustice: Barriers to Achievement and Higher Education for Youth in California Juvenile Court Schools, 2016

WEB SITES

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

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACildWelfareCouncil.aspx>

California Department of Education, Juvenile Court Schools: <http://www.cde.ca.gov/sp/eol/jc>

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

CSBA Sample Board Bylaw

Board Bylaws

BB 9240(a)

BOARD DEVELOPMENT TRAINING

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

CSBA's Professional Governance Standards include expectations that each individual Governing Board member will participate in professional development and commit the time and energy necessary to be an informed and effective leader. See CSBA's web site for education opportunities available through CSBA, including, but not limited to, CSBA's Institute for New and First-Term Board Members, Masters in Governance program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Back-to-School Webcast, other workshops and webinars on specific topics, and in-district governance consulting services.

Citizens elected to the Governing Board are entrusted with the responsibility of governing district schools. The Board recognizes that its members need training. The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardmanship skills.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

(cf. 9230 - Orientation)

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

BOARD DEVELOPMENT TRAINING (continued)

Note: CSBA recommends that **inservice board** training and travel expenses be budgeted as separate items. While **inservice** training is essential to maintain an effective, well-informed Board, travel expenses are incurred for a variety of reasons.

It is also recommended that the Board determine the manner in which board training activities that require the use of district funds will be selected or approved. Districts may allocate funds equally to each Board member and allow each member discretion to select activities that meet his/her needs, or may require that all activities or activities over a specified cost be approved by the full Board. The following paragraph may be revised to reflect district practice.

Funds for **Board development training** shall be budgeted annually for **the Board and** each Board member. **In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.**

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 3100 - Budget)

(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)

Note: Pursuant to Government Code 54952.2, **added by SB 36 (Ch. 1137, Statutes of 1993)**, a "meeting" subject to Brown Act requirements does not include the attendance of a majority of the Board's members at a conference or similar public gathering, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the Board. **Also see BB 9320 - Meetings and Notices.**

~~All Board members may attend conferences for the purpose of Board development. Board business shall not be discussed at conferences.~~ **Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.**

(cf. 9320 - Meetings and Notices)

Board members shall report ~~to the Board~~, orally or in writing, **as soon as possible** on the ~~inservice board training~~ activities they attend, **for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.**

Legal Reference: (see next page)

BOARD DEVELOPMENT TRAINING (continued)

Legal Reference:

EDUCATION CODE

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

GOVERNMENT CODE

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

54952.2 *Meeting*

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards for School Boards

WEB SITES

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

California County Boards of Education: <http://www.theccbe.org>

National School Boards Association: <http://www.nsba.org>

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CSBA Sample Board Bylaw

Board Bylaws

BB 9323(a)

MEETING CONDUCT

Note: Education Code 35010 mandates the **Governing** Board to "prescribe and enforce" rules for its own governance. These rules must not be inconsistent with law or with regulations prescribed by the State Board of Education. The following bylaw provides suggested rules and procedures for meeting conduct and reflects provisions of law as applicable.

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

(cf. 9322 - Agenda/Meeting Materials)

Note: The law does not specify that a particular set of procedures must govern Board meetings. Although Robert's Rules of Order can serve as a useful guide, the Board may adopt any procedure that allows for the efficient and consistent conduct of meetings.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

(cf. 9121 - President)

Note: The following **optional** paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

not currently in policy

(cf. 9320 - Meetings and Notices)

Note: In Rubin v. City of Burbank, an appellate court held that inclusion of "sectarian prayer" at city council meetings, which communicated a preference for a particular religious faith and advanced one faith over another, was unconstitutional by directing the prayer "in the name of Jesus." The court held that it would be constitutional to require the city to advise those people conducting the prayer of this limitation. This opinion is consistent with an unpublished 9th circuit federal court opinion which stated that an invocation "in the name of Jesus" was unconstitutional in that it displayed allegiance to a particular faith.

MEETING CONDUCT (continued)

Some general guidelines for invocations can be found in an Attorney General's opinion (76 Ops.Cal.Atty.Gen. 281 (1993)) which stated that a county board of supervisors could open its sessions with an invocation when the invocation is (1) not required by law as a condition to the official proceedings, (2) not part of the deliberative agenda, (3) not offered, supervised, or approved as to content by a public officer, (4) not officially limited to a particular religion, (5) not disparaging of others, and (6) not directed towards proselytizing. However, because this is an unsettled area of law that is subject to frequent litigation, it is strongly recommended that districts consult legal counsel if they wish to open meetings with an invocation. Note that a different legal analysis applies to student-led or student-initiated prayer; see BP 5127 - Graduation Ceremonies and Activities.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

(cf. 9323.2 - Actions by the Board)

Note: According to an Attorney General opinion (61 Ops.Cal.Atty.Gen. 243 (1978)), members of a public body have a duty to vote on issues before them so that the public is represented and receives the services which the public body was created to provide. Issues arise when a motion is tied and one Board member has abstained. The general parliamentary rule is that an abstention is counted as agreeing with the action taken by the majority of those who vote, whether affirmatively or negatively (66 Ops.Cal.Atty.Gen. 336 (1983)). However, a stronger argument could be made that the parliamentary rule is in conflict with Education Code 35164 which requires a majority vote of all of the membership of the Board in order for the Board to act (i.e., a majority of all of the membership of the Board must vote affirmatively in order to approve any action). In 55 Ops.Cal.Atty.Gen. 26 (1972), the Attorney General opined that, when a statutory requirement exists that requires an affirmative action of at least a majority of the members of the Board, the general rule that members not voting were deemed to have agreed with the action taken by the majority of those that voted is not applicable.

The following **optional** paragraph is consistent with CSBA's opinion that a majority of the Board must vote affirmatively for a motion to carry, but the law is not settled and contrary legal opinions may exist. It is strongly recommended that the district consult with legal counsel and modify the following **optional** paragraph to ensure consistency with district practice.

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

(cf. 9270 - Conflict of Interest)

Note: The following paragraph applies only to districts with seven member boards and **should be deleted by districts with a three or five member board.**

~~If a Board consists of seven members and not more than two vacancies occur on the Board,~~

MEETING CONDUCT (continued)

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, **if a vacancy exists on the Board,** whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall be not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Note: Pursuant to Government Code 54953.3, a member of the public cannot be required to register his/her name, complete a questionnaire, or provide other information as a condition of attending a Board meeting. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it must clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

Note: Education Code 35145.5 **mandates** the Board to adopt regulations which ensure that the public can address the Board regarding agenda items, as specified below.

District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops.Cal.Atty.Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)

MEETING CONDUCT (continued)

3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

(cf. 9130 - Board Committees)

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Note: Government Code 54954.3 authorizes regulations limiting the total amount of time allocated for public testimony on particular issues and for each individual speaker. The following paragraph should be revised to reflect district practice.

If the Board limits the time for public comment, Government Code 54954.3, as amended by AB 1787 (Ch. 507, Statutes of 2016), requires the Board to provide at least twice the allotted time to a member of the public who utilizes a translator, as provided below.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the **Board** president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

MEETING CONDUCT (continued)

6. The Board president may rule on the appropriateness of a topic, **subject to the following conditions:**
- a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3) **In addition, the Board may not prohibit public criticism of district employees.**

Note: The following **optional** item addresses the issue of specific charges or complaints against district employees in open Board meetings. ~~The Board president must first determine that the speech in question is a specific complaint or charge against a specific employee or employees before invoking the following provision. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit general~~ criticisms of the district and its employees, no matter how harsh, ~~may not be prohibited.~~ Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In Baca v. Moreno Valley Unified School District, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. **It is recommended that the Board consult legal counsel if a question arises regarding public criticism of a district employee.** Districts should note that this decision does not apply to any district other than the Moreno Valley Unified School District at this time. However, a different federal court has also reached the same result in a case involving the Vista Unified School District. Districts should be very cautious in implementing this policy and be guided by the advice of their legal counsel.

~~For a district to be safe from litigation, the only option is for the Board to place no content restriction on public comments during the Board meeting. This option, however, would permit accusations to be made against an employee without notice or opportunity for employee response.~~

- c. ~~In addition, t~~The Board shall not prohibit public criticism of district employees. **However, w**Whenever a member of the public initiates specific complaints or charges against an **individual** employee, the Board president shall inform the complainant **of the appropriate complaint procedure.** ~~that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges, in closed session unless otherwise requested by the employee pursuant to Government Code 54957. The Board president shall also encourage the complainant to file a complaint using the appropriate district complaint procedure.~~

MEETING CONDUCT (continued)

Note: As provided in item #7 below, Government Code 54957.9 authorizes the Board to remove persons who willfully disrupt or disturb a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In McMahon v. Albany Unified School District, the court held that a speaker's constitutional rights were not violated when he was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. ~~The speaker had come to the Board meeting to complain about high school students littering, but did not stop dumping garbage when admonished by the Board president.~~ Because ~~he~~ **the speaker** was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. **In City of San Jose v. Garbett, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place a reasonable person in fear for his/her safety or the safety of his/her immediate family and that serves no legitimate purpose.**

However, the courts have found that a person's conduct must actually disrupt the meeting in order to warrant ejection. In Norse v. City of Santa Cruz, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group **or any conduct or statements that threaten the safety of any person(s) at the meeting** shall be grounds for the president to terminate the privilege of addressing the Board.

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement **as necessary**.

Recording by the Public

Note: Government Code 54953.5 provides that any person attending an open meeting may record it with an audio or video ~~tape~~ recorder or a still or ~~movie~~ **motion picture** camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

MEETING CONDUCT (continued)

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee ~~shall~~ **may** designate locations from which members of the public may ~~broadcast, photograph, or tape record open meetings~~ **make such recordings** without causing a distraction.

(cf. 9324 - Board Minutes and Recordings)

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

Legal Reference: (see next page)

MEETING CONDUCT (continued)*Legal Reference:*EDUCATION CODE

- 5095 Powers of remaining board members and new appointees
- 32210 Willful disturbance of public school or meeting a misdemeanor
- 35010 Prescription and enforcement of rules
- 35145.5 Agenda; public participation; regulations
- 35163 Official actions, minutes and journal
- 35164 Vote requirements
- 35165 Effect of vacancies upon majority and unanimous votes by seven member board

CODE OF CIVIL PROCEDURE**527.8 Workplace Violence Safety Act**GOVERNMENT CODE**54953.3 Prohibition against conditions for attending a board meeting**

- 54953.5 Audio or video ~~tape~~ recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54954.2 Agenda; posting; action on other matters
- 54954.3 Opportunity for public to address legislative body; regulations
- 54957 Closed sessions
- 54957.9 Disorderly conduct of general public during meeting; clearing of room

PENAL CODE

- 403 Disruption of assembly or meeting

COURT DECISIONS**City of San Jose v. Garbett, (2010) 190 Cal.App.4th 526****Norse v. City of Santa Cruz, (9th Cir. 2010) 629 F3d 966**McMahon v. Albany Unified School District, (2002) 104 Cal.App.4th 1275Rubin v. City of Burbank, (2002) 101 Cal.App.4th 1194Baca v. Moreno Valley Unified School District, (1996) 936 F.Supp. 719ATTORNEY GENERAL OPINIONS**90 Ops.Cal.Atty.Gen. 47 (2007)**76 Ops.Cal.Atty.Gen. 281 (1993)66 Ops.Cal.Atty.Gen. 336 (1983)63 Ops.Cal.Atty.Gen. 215 (1980)61 Ops.Cal.Atty.Gen. 243, 253 (1978)59 Ops.Cal.Atty.Gen. 532 (1976)55 Ops.Cal.Atty.Gen. 26 (1972)*Management Resources:*CSBA PUBLICATIONS**Call to Order: A Blueprint for Great Board Meetings, 2015**The Brown Act: School Boards and Open Meeting Laws, rev. 20052014Board Presidents' Handbook, rev. 2002**Maximizing School Board Governance: Boardsmanship**ATTORNEY GENERAL PUBLICATIONSThe Brown Act: Open Meetings for **Local** Legislative Bodies, 2003WEB SITESCSBA: <http://www.csba.org>California Attorney General's Office: <http://www.caag.state.ca.us><https://oag.ca.gov>

(10/97 11/06) 12/16