

Pierce Joint Unified School District

Board of Trustees Regular Meeting

Pierce Joint Unified School District

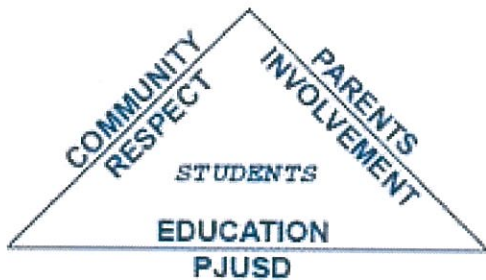
Pierce Joint Unified School District

Technology Building
940A Wildwood Road
Arbuckle CA 95912

Thursday

June 22, 2017

6:00 pm



"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 TECHNOLOGY BUILDING
940A WILDWOOD RD, ARBUCKLE CA 95912

THURSDAY JUNE 22, 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)

A. The 2017/18 Budget, LCFF (Local Control Funding Formula)

B. The 2017/18 LCAP (Local Control and Accountability Plan)

C. The 2017/18 Education Protection Account (EPA)

D. The 2017/18 Budget Attachment: Balances in Excess of Minimum Reserve Requirements

E. 2017/18 Joint Sunshine Proposal between the Pierce Joint Unified School District and the Pierce Joint Unified Educators Association

4. PRINCIPAL'S BENCHMARK 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

5. REPORTS:

INFORMATION/
DISCUSSION

A. Facilities / Transportation Report

B. 2017/2018 Budget Report

C. WASC Action Plan

D. DAC (District Advisory Committee) Report

E. 4th Quarter Discipline Report

F. 2016/17 Staff Development Report

G. Pierce High School Grade Status Report

H. Grand Island Water Testing Results

I. Annual School Nurse Report

J. Colusa County Shooting Club Report

K. ASES District Collaborative Meeting Report

6. PJUEA (Pierce Joint Unified Educators Association) Report INFORMATION
7. CSEA (California School Employees Association) Report INFORMATION
8. Consider and approve **The Creation of a Shooting Club affiliated with the Pierce Joint Unified School District** ACTION
9. Consider and approve **2017/18 TCIP (Tri-County Induction Program) Participants and Providers** ACTION
10. Consider and approve **Resolution #16/17 – 33: Resolution Regarding the 2017/18 Education Protection Account** ACTION
11. Consider and approve **Resolution #16/17 – 34: Resolution Authorizing for the District and/or Colusa County Office of Education to Make Year End Budgetary Adjustments** ACTION
12. Consider and approve **Resolution #16/17 – 35: Budget Revision** ACTION
13. Consider and approve **Resolution #16/17 – 36: Budget Attachment – Balances in Excess of Minimum Reserve Requirements** ACTION
14. Consider and approve **2017/18 Single Plan for Student Achievement for:** ACTION

A. Arbuckle Elementary School	D. Pierce High School/
B. Grand Island Elementary School	Arbuckle Alternative
C. Lloyd G. Johnson Junior High School	High School
15. Consider and approve **Declaration of Need for Fully Qualified Educators** ACTION
16. Consider and approve **Annual Statement of Need: 30-Day Substitute and Designated Subjects Vocational Education 30-Day Substitute Teaching Permits** ACTION
17. Consider and approve **20-17/18 Title III ESSA Transition Plan** ACTION
18. Consider and approve **2017/18 Carl D. Perkins Career and Technical Education Grant** ACTION
19. Consider and approve **2017/18 Agriculture Career Technical Education Inventive Grant** ACTION
20. Consider and approve **2017/18 Joint Sunshine Proposal between the Pierce Joint Unified School District and the Pierce Joint Unified Educators Association** ACTION
21. Consider and approve **Memorandum of Understanding between the Pierce Joint Unified School District and the Pierce Joint Unified Educators Association for the 2017/18 School Year – Peer Assistance and Review** ACTION

22. Consider and approve **Memorandum of Understanding between the Pierce Joint Unified School District and the Pierce Joint Unified Educators Association for the 2017/18 School Year – PJUEA Proposals to Make Full-day Kindergarten and TK the Best They Can Be for Our Students in 2017/18** ACTION
23. Consider and approve Consent Agenda: ACTION
- A. Minutes of May 18, 2017 Regular Board Meeting
 - B. Minutes of May 24, 2017 Special Board Meeting
 - C. Warrant List for May 2017
 - D. Interdistrict Transfers:
 - 1. Transferring **IN** for **2016/17** School Year:
 - a. Three (3) Students from Williams CA – Continuing
 - b. One (1) Student from Princeton CA - New
 - 2. Transferring **OUT** for the **2016/17** School Year:
 - a. Three (3) Students to Woodland CA – New
 - b. Three (3) Students to Colusa CA ((1) continuing)
 - c. Two (2) Student to Colusa Co. Office of Education, Colusa CA (new)
 - d. Two (2) Students to Fairfield CA (new)
 - E. Donations:
 - 1. Rojelio Dance Academy – AES:
 - a. H&A Charter Farms
 - b. Frank and Janet Alonso
 - c. Jason and Merry Hofhenke
 - d. Gerardo Martinez and Maria Claustro
 - e. County Line Warehouse, Inc.
 - f. Allen and Bonnie Ehrke
 - g. James and Renee Manhart
 - h. Ruben and Ailed Saavedra
 - i. Andy and Carol Geyer
 - j. Araceli and Jose Luis Murillo
 - k. Juan and Silvia Perez
 - l. Ciro and Olivia Ordaz
 - m. Sylvia Boles
 - n. Amanda Riviera
 - o. Michele White
 - p. Adolfo Sahagun
 - q. Jose Perez
 - r. Hilda Vega
 - s. Bianca Alcaraz
 - t. Angelica Coss Armendariz
 - u. Juana Preciado
 - v. Kathy Boughton
 - w. Yolanda Duarte
 - x. Maria Cano
 - y. Josefina Cano
 - z. Roberto Herrera
 - aa. Jose Cruz

- bb. Dalila and Chris Colsa
- cc. Meikle Farms – Michael and Vikki Arens
- dd. Petra de La Flor
- ee. Fatima Hernandez
- ff. Joaquin Olhiser
- gg. Veronica Martinez
- hh. Genoveva Serrano
- ii. Joseph and Christina Mencia
- jj. Judith LaGrande
- kk. Salvador Carrillo
- ll. Craig and Anne Felix
- mm. Strain Farming Company LP
- nn. Mr. and Mrs. Hugo Salud
- oo. T&P Farms
- pp. Santa Rosa Ramon
- qq. Guadalupe Ayala
- rr. Ana Vargas-Medina
- ss. Michael and Tina Phelan
- tt. California Family Foods
- uu. Colusa Rotary Club
- vv. Superior Tire Service
- xx. Maggie and Jose Ruiz
- yy. Grimmer Farms
- zz. Colusa Dairy

F. Contracts:

1. Agreement between Pierce Joint Unified School District and California School Boards Association for GAMUT Online Services – Policy Information System
2. Agreement between Pierce Joint Unified School District and California School Boards Association for Board Policy Manual Maintenance Service
3. Memorandum of Understanding between Sutter County Superintendent of Schools and the Pierce Joint Unified School District for Tri-County ROP for the 2017/18 School Year

G. Overnight Field Trip Requests:

1. Arbuckle FFA Officer Retreat

24. BOARD POLICIES

A. FIRST READING

1. BP/AR 1312.3: Uniform Complaint Procedures
2. BP 1340: Access to District Records
3. BP 2121: Superintendent’s Contract
4. BP/AR 3551: Food Service Operations/Cafeteria Fund
5. AR 3580: District Records
6. BP/AR 4127/4227/2327: Temporary Athletic Team Coaches
7. BP 4312.1: Contracts
8. AR 5145.3: Nondiscrimination/Harassment
9. BP 6142.93: Science Instruction
10. BP 6145: Athletic Competition
11. BP/AR 6178.1: Work-Based Learning

INFORMATION/
POSSIBLE
ACTION

- 12. BP 7214: General Obligation Bonds
- 13. BB 9012: Board Member Electronic Communications

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

26. Superintendent’s Report

27. Board President Report

28. CLOSED SESSION: ACTION

- A. 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
- B. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to hold discussion concerning employment agreement for unrepresented employee. Unrepresented Employee: Superintendent; Agency Negotiator: Board President
- C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9: One Case: Claim of Manuel Naverette

29. OPEN SESSION: Report ACTION taken in CLOSED SESSION: ACTION

- A. 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
- B. CONFERENCE WITH LABOR NEGOTIATOR: Pursuant to Government Code Section 54957.6, the Board will meet in CLOSED SESSION to hold discussion concerning employment agreement for unrepresented employee. Unrepresented Employee: Superintendent; Agency Negotiator: Board President
- C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D) OF GOVERNMENT CODE 54956.9: One Case: Claim of Manuel Naverette

30. 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 x13006. 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)

ANNUAL BUDGET REPORT:
July 1, 2017 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: Pierce Joint USD District Office
Date: June 19, 2017

Place: Pierce Technology Building
Date: June 22, 2017
Time: _____

Adoption Date: June 26, 2017

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Daena Meras

Telephone: 530-476-2892 ext 13005

Title: Chief Business Official

E-mail: dmeras@pierce.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2016-17) annual payment? 	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 	n/a	
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? 	n/a	
		<ul style="list-style-type: none"> If yes, are benefits funded by pay-as-you-go? 	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) 		X
		<ul style="list-style-type: none"> Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 		X
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? 		X
		<ul style="list-style-type: none"> Approval date for adoption of the LCAP or approval of an update to the LCAP: 	Jun 26, 2017	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

() Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

() This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
Pierce Joint Unified School District is a member of North Valley Schools Insurance Group.

() This school district is not self-insured for workers' compensation claims.

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 22, 2017

For additional information on this certification, please contact:

Name: Daena Meras
Title: _____
Telephone: _____
E-mail: _____

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

*Please note for FY 2014-15 original budget: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)*	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2014-15)				
District Regular	1,367	1,404		
Charter School				
Total ADA	1,367	1,404	N/A	Met
Second Prior Year (2015-16)				
District Regular	1,421	1,442		
Charter School				
Total ADA	1,421	1,442	N/A	Met
First Prior Year (2016-17)				
District Regular	1,434	1,442		
Charter School		0		
Total ADA	1,434	1,442	N/A	Met
Budget Year (2017-18)				
District Regular	1,425			
Charter School	0			
Total ADA	1,425			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2014-15)				
District Regular	1,409	1,443		
Charter School				
Total Enrollment	1,409	1,443	N/A	Met
Second Prior Year (2015-16)				
District Regular	1,473	1,486		
Charter School				
Total Enrollment	1,473	1,486	N/A	Met
First Prior Year (2016-17)				
District Regular	1,478	1,480		
Charter School				
Total Enrollment	1,478	1,480	N/A	Met
Budget Year (2017-18)				
District Regular	1,474			
Charter School				
Total Enrollment	1,474			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2014-15)			
District Regular	1,393	1,443	
Charter School		0	
Total ADA/Enrollment	1,393	1,443	96.5%
Second Prior Year (2015-16)			
District Regular	1,442	1,486	
Charter School			
Total ADA/Enrollment	1,442	1,486	97.0%
First Prior Year (2016-17)			
District Regular	1,425	1,480	
Charter School	0		
Total ADA/Enrollment	1,425	1,480	96.3%
Historical Average Ratio:			96.6%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.1%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2017-18)				
District Regular	1,419	1,474		
Charter School	0			
Total ADA/Enrollment	1,419	1,474	96.3%	Met
1st Subsequent Year (2018-19)				
District Regular	1,425	1,480		
Charter School				
Total ADA/Enrollment	1,425	1,480	96.3%	Met
2nd Subsequent Year (2019-20)				
District Regular	1,430	1,485		
Charter School				
Total ADA/Enrollment	1,430	1,485	96.3%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Necessary Small School

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget year and two subsequent fiscal years. Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation. If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
LCFF Target (Reference Only)	14,305,097.00	14,612,139.00	15,000,161.00

	Prior Year (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,442.17	1,424.99	1,425.24	1,430.06
b. Prior Year ADA (Funded)		1,442.17	1,424.99	1,425.24
c. Difference (Step 1a minus Step 1b)		(17.18)	0.25	4.82
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-1.19%	0.02%	0.34%

		Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		13,849,132.00	14,394,777.00	14,851,300.00
b1. COLA percentage (if district is at target)	Not Applicable			
b2. COLA amount (proxy for purposes of this criterion)	Not Applicable	0.00	0.00	0.00
c. Gap Funding (if district is not at target)		357,823.00	546,250.00	413,089.00
d. Economic Recovery Target Funding (current year increment)				
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)		357,823.00	546,250.00	413,089.00
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)		2.58%	3.79%	2.78%

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)	1.39%	3.81%	3.12%
LCFF Revenue Standard (Step 3, plus/minus 1%):	N/A	N/A	N/A

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,171,032.00	3,471,831.00	3,471,831.00	3,471,831.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	1.58% to 3.58%	2.79% to 4.79%	1.78% to 3.78%

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	13,609,922.00	13,849,132.00	14,394,777.00	14,851,300.00
District's Projected Change in LCFF Revenue:		1.76%	3.94%	3.17%
Necessary Small School Standard:		1.58% to 3.58%	2.79% to 4.79%	1.78% to 3.78%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2014-15)	8,206,821.08	10,054,676.16	81.6%
Second Prior Year (2015-16)	9,304,249.70	11,571,369.60	80.4%
First Prior Year (2016-17)	10,317,976.00	14,906,581.00	69.2%
	Historical Average Ratio:		77.1%

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	74.1% to 80.1%	72.1% to 82.1%	72.1% to 82.1%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2017-18)	10,408,794.00	13,026,396.00	79.9%	Met
1st Subsequent Year (2018-19)	10,845,916.00	13,544,724.00	80.1%	Met
2nd Subsequent Year (2019-20)	11,203,154.00	13,985,691.00	80.1%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	1.39%	3.81%	3.12%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.61% to 11.39%	-6.19% to 13.81%	-6.88% to 13.12%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.61% to 6.39%	-1.19% to 8.81%	-1.88% to 8.12%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2016-17)	468,897.00		
Budget Year (2017-18)	365,286.00	-22.10%	Yes
1st Subsequent Year (2018-19)	365,286.00	0.00%	No
2nd Subsequent Year (2019-20)	365,286.00	0.00%	No

Explanation:
(required if Yes)

The change in 2017/18 is due to removing carryover in federal programs.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2016-17)	1,732,211.00		
Budget Year (2017-18)	1,126,016.00	-35.00%	Yes
1st Subsequent Year (2018-19)	930,723.00	-17.34%	Yes
2nd Subsequent Year (2019-20)	930,723.00	0.00%	No

Explanation:
(required if Yes)

The change in 2017/18 is due to removing one-time funds received in 2016/17. The change in 2018/19 is due to removing LCSSP grant received in 2017/18.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2016-17)	443,631.00		
Budget Year (2017-18)	234,853.00	-47.06%	Yes
1st Subsequent Year (2018-19)	226,991.00	-3.35%	Yes
2nd Subsequent Year (2019-20)	233,094.00	2.69%	No

Explanation:
(required if Yes)

The change in 2017/18 is due to the reduction to ROP and removing one-time CTE funds. The change in 2018/19 is due to the reduction to ROP?

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2016-17)	2,944,178.00		
Budget Year (2017-18)	1,215,704.00	-58.71%	Yes
1st Subsequent Year (2018-19)	1,253,512.00	3.11%	No
2nd Subsequent Year (2019-20)	1,292,497.00	3.11%	No

Explanation:
(required if Yes)

The change in 2017/18 is due to removing carryover and one-time funds from 2016/17.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2016-17)	2,906,671.00		
Budget Year (2017-18)	1,777,932.00	-38.83%	Yes
1st Subsequent Year (2018-19)	1,833,226.00	3.11%	No
2nd Subsequent Year (2019-20)	1,890,239.00	3.11%	No

Explanation:
(required if Yes)

The change in 2017/18 is due to removing carryover and one-time funds from 2016/17.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2016-17)	2,644,739.00		
Budget Year (2017-18)	1,726,155.00	-34.73%	Not Met
1st Subsequent Year (2018-19)	1,523,000.00	-11.77%	Not Met
2nd Subsequent Year (2019-20)	1,529,103.00	0.40%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2016-17)	5,850,849.00		
Budget Year (2017-18)	2,993,636.00	-48.83%	Not Met
1st Subsequent Year (2018-19)	3,086,738.00	3.11%	Met
2nd Subsequent Year (2019-20)	3,182,736.00	3.11%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The change in 2017/18 is due to removing carryover in federal programs.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The change in 2017/18 is due to removing one-time funds received in 2016/17. The change in 2018/19 is due to removing LCSSP grant received in 2017/18.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

The change in 2017/18 is due to the reduction to ROP and removing one-time CTE funds. The change in 2018/19 is due to the reduction to ROP?

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The change in 2017/18 is due to removing carryover and one-time funds from 2016/17.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The change in 2017/18 is due to removing carryover and one-time funds from 2016/17.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2017-18 to 2019-20 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum amount that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	15,827,817.00	3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 2c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Lesser of: 3% or 2014-15 amount
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	15,827,817.00	474,834.51	237,755.00	237,755.00

d. Required Minimum Contribution	2% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 2c times 2%)	Required Minimum Contribution/ Greater of: Lesser of 3% or 2014-15 amount or 2%
	316,556.34	316,556.34

e. OMMA/RMA Contribution	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
	433,344.00	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2014-15)	Second Prior Year (2015-16)	First Prior Year (2016-17)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	5,109,745.63	5,049,283.26	4,817,332.26
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.46)
d. Available Reserves (Lines 1a through 1c)	5,109,745.63	5,049,283.26	4,817,331.80
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	12,729,476.99	14,224,134.90	18,485,345.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	12,729,476.99	14,224,134.90	18,485,345.00
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	40.1%	35.5%	26.1%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	13.4%	11.8%	8.7%

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2014-15)	610,799.97	10,454,676.16	N/A	Met
Second Prior Year (2015-16)	1,574,668.46	12,021,369.60	N/A	Met
First Prior Year (2016-17)	(1,839,912.00)	14,914,222.00	12.3%	Not Met
Budget Year (2017-18) (Information only)	(252,530.00)	13,129,320.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2014-15)	3,642,248.50	4,522,125.85	N/A	Met
Second Prior Year (2015-16)	3,423,380.85	5,132,925.82	N/A	Met
First Prior Year (2016-17)	3,967,018.82	6,707,594.28	N/A	Met
Budget Year (2017-18) (Information only)	4,867,682.28			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$66,000 (greater of)	0	to	300
4% or \$66,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	1,419		
District's Reserve Standard Percentage Level:	3%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	15,827,817.00	16,416,044.00	16,926,570.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	15,827,817.00	16,416,044.00	16,926,570.00
4. Reserve Standard Percentage Level	3%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	474,834.51	820,802.20	846,328.50
6. Reserve Standard - by Amount (\$66,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	474,834.51	820,802.20	846,328.50

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	4,615,152.28	4,052,961.00	3,444,867.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00		
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.46)		
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	4,615,151.82	4,052,961.00	3,444,867.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	29.16%	24.69%	20.35%
District's Reserve Standard (Section 10B, Line 7):	474,834.51	820,802.20	846,328.50
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2016-17)	(1,378,212.00)			
Budget Year (2017-18)	(1,464,265.00)	86,053.00	6.2%	Met
1st Subsequent Year (2018-19)	(1,796,833.00)	332,568.00	22.7%	Not Met
2nd Subsequent Year (2019-20)	(1,866,393.00)	69,560.00	3.9%	Met
1b. Transfers In, General Fund *				
First Prior Year (2016-17)	0.00			
Budget Year (2017-18)	0.00	0.00	0.0%	Met
1st Subsequent Year (2018-19)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2019-20)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2016-17)				
Budget Year (2017-18)	102,924.00	102,924.00	New	Not Met
1st Subsequent Year (2018-19)	102,924.00	0.00	0.0%	Met
2nd Subsequent Year (2019-20)	102,924.00	0.00	0.0%	Met

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: Contributions increased in 2018/19 due to contribution to LCSSP grant.
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Transfer in 17/18 for cafeteria fund contribution for excess cost and the cost for implementation of breakfast in the classroom.
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments* and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

* Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2017
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				55,444

Other Long-term Commitments (do not include OPEB):

Supp Employee Retirement Plan	4			57,069
TOTAL:				112,513

Type of Commitment (continued)	Prior Year (2016-17) Annual Payment (P & I)	Budget Year (2017-18) Annual Payment (P & I)	1st Subsequent Year (2018-19) Annual Payment (P & I)	2nd Subsequent Year (2019-20) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Supp Employee Retirement Plan	57,069	16,176	16,176	8,088
Total Annual Payments:	57,069	16,176	16,176	8,088
Has total annual payment increased over prior year (2016-17)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the annual required contribution; and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund

4. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)	
b. OPEB unfunded actuarial accrued liability (UAAL)	
c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?	
d. If based on an actuarial valuation, indicate the date of the OPEB valuation	

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
5. OPEB Contributions			
a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method			
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	0.00		
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)			
d. Number of retirees receiving OPEB benefits			

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)

S8. Status of Labor Agreements

Analyze the status of employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of certificated (non-management) full-time-equivalent (FTE) positions	73.4	74.4	74.4	74.4

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations have not taken place for 17/18.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2017-18)

1st Subsequent Year
(2018-19)

2nd Subsequent Year
(2019-20)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 61,944

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	761,312	761,312	761,312
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	120,699	123,888	126,368
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of classified (non-management) FTE positions	39.0	40.1	40.1	40.1

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?
If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

No

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations have not taken place for 17/18.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

One Year Agreement

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Total cost of salary settlement			
% change in salary schedule from prior year			

Multiyear Agreement

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

17,247

7. Amount included for any tentative salary schedule increases

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
236,624	236,624	236,624
0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Yes	Yes	Yes
33,130	33,794	34,470
2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2016-17)	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Number of management, supervisor, and confidential FTE positions	15.0	16.0	16.0	16.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations have not taken place for 17/18.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

18,111

4. Amount included for any tentative salary schedule increases

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	25,718	25,718	25,718
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	33,806	34,482	35,171
Percent change in step & column over prior year	2.0%	2.0%	2.0%

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2017-18)	1st Subsequent Year (2018-19)	2nd Subsequent Year (2019-20)
Are costs of other benefits included in the budget and MYPs?	No	No	No
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

- 1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?
- 2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Yes

Jun 26, 2017

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Is the district's financial system independent of the county office system?

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	13,626,541.00	0.00	13,626,541.00	13,849,132.00	0.00	13,849,132.00	1.6%
2) Federal Revenue		8100-8299	5,680.00	463,217.00	468,897.00	820.00	364,466.00	365,286.00	-22.1%
3) Other State Revenue		8300-8599	575,887.00	1,156,324.00	1,732,211.00	269,900.00	856,116.00	1,126,016.00	-35.0%
4) Other Local Revenue		8600-8799	244,414.00	199,217.00	443,631.00	221,203.00	13,650.00	234,853.00	-47.1%
5) TOTAL, REVENUES			14,452,522.00	1,818,758.00	16,271,280.00	14,341,055.00	1,234,232.00	15,575,287.00	-4.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	6,344,680.00	408,785.00	6,753,465.00	6,279,187.00	468,713.00	6,747,900.00	-0.1%
2) Classified Salaries		2000-2999	1,503,365.00	330,460.00	1,833,825.00	1,530,169.00	334,401.00	1,864,570.00	1.7%
3) Employee Benefits		3000-3999	2,469,931.00	492,180.00	2,962,111.00	2,599,438.00	602,155.00	3,201,593.00	8.1%
4) Books and Supplies		4000-4999	2,246,122.00	698,056.00	2,944,178.00	1,003,801.00	211,903.00	1,215,704.00	-58.7%
5) Services and Other Operating Expenditures		5000-5999	2,195,555.00	711,116.00	2,906,671.00	1,613,998.00	163,934.00	1,777,932.00	-38.8%
6) Capital Outlay		6000-6999	235,760.00	30,906.00	266,666.00	67,846.00	0.00	67,846.00	-74.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	810,788.00	810,788.00	0.00	849,348.00	849,348.00	4.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(88,832.00)	88,832.00	0.00	(68,043.00)	68,043.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,906,581.00	3,571,123.00	18,477,704.00	13,026,396.00	2,698,497.00	15,724,893.00	-14.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			(454,059.00)	(1,752,365.00)	(2,206,424.00)	1,314,659.00	(1,464,265.00)	(149,606.00)	-93.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	7,641.00	0.00	7,641.00	102,924.00	0.00	102,924.00	1247.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,378,212.00)	1,378,212.00	0.00	(1,464,265.00)	1,464,265.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,385,853.00)	1,378,212.00	(7,641.00)	(1,567,189.00)	1,464,265.00	(102,924.00)	1247.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,839,912.00)	(374,153.00)	(2,214,065.00)	(252,530.00)	0.00	(252,530.00)	-88.6%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,707,594.28	374,154.65	7,081,748.93	4,867,682.28	1.65	4,867,683.93	-31.3%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,707,594.28	374,154.65	7,081,748.93	4,867,682.28	1.65	4,867,683.93	-31.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,707,594.28	374,154.65	7,081,748.93	4,867,682.28	1.65	4,867,683.93	-31.3%
2) Ending Balance, June 30 (E + F1e)			4,867,682.28	1.65	4,867,683.93	4,615,152.28	1.65	4,615,153.93	-5.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Expenditures		9713	30,350.02	0.00	30,350.02	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	2.11	2.11	0.00	2.11	2.11	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	4,817,332.26	0.00	4,817,332.26	4,615,152.28	0.00	4,615,152.28	-4.2%
Unassigned/Unappropriated Amount		9790	0.00	(0.46)	(0.46)	0.00	(0.46)	(0.46)	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	6,408,859.20	(709,978.36)	5,698,880.84				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Fund		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	30,350.02	0.00	30,350.02				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			6,459,209.22	(709,978.36)	5,749,230.86				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	106,152.78	76,628.49	182,781.27				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			106,152.78	76,628.49	182,781.27				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(G9 + H2) - (I6 + J2)			6,353,056.44	(786,606.85)	5,566,449.59				

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	8,365,043.00	0.00	8,365,043.00	8,473,084.00	0.00	8,473,084.00	1.3%
Education Protection Account State Aid - Current Year		8012	2,073,847.00	0.00	2,073,847.00	1,904,217.00	0.00	1,904,217.00	-8.2%
State Aid - Prior Years		8019	16,619.00	0.00	16,619.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	25,972.00	0.00	25,972.00	24,803.00	0.00	24,803.00	-4.5%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	3,133,751.00	0.00	3,133,751.00	3,208,868.00	0.00	3,208,868.00	2.4%
Unsecured Roll Taxes		8042	221,296.00	0.00	221,296.00	256,366.00	0.00	256,366.00	15.8%
Prior Years' Taxes		8043	2,343.00	0.00	2,343.00	8,115.00	0.00	8,115.00	246.4%
Supplemental Taxes		8044	16,271.00	0.00	16,271.00	74,122.00	0.00	74,122.00	355.5%
Education Revenue Augmentation Fund (ERAF)		8045	(228,601.00)	0.00	(228,601.00)	(100,443.00)	0.00	(100,443.00)	-56.1%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			13,626,541.00	0.00	13,626,541.00	13,849,132.00	0.00	13,849,132.00	1.6%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			13,626,541.00	0.00	13,626,541.00	13,849,132.00	0.00	13,849,132.00	1.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		317,851.00	317,851.00		268,261.00	268,261.00	-15.6%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290		40,404.00	40,404.00		40,404.00	40,404.00	0.0%
Title III, Part A, Immigrant Education Program	4201	8290		4,765.00	4,765.00		0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		57,304.00	57,304.00		45,004.00	45,004.00	-21.5%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3012-3020, 3030-3199, 4036-4126, 5510	8290		32,096.00	32,096.00		0.00	0.00	-100.0%
Career and Technical Education	3500-3599	8290		10,797.00	10,797.00		10,797.00	10,797.00	0.0%
All Other Federal Revenue	All Other	8290	5,680.00	0.00	5,680.00	820.00	0.00	820.00	-85.6%
TOTAL, FEDERAL REVENUE			5,680.00	463,217.00	468,897.00	820.00	364,466.00	365,286.00	-22.1%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	362,657.00	0.00	362,657.00	53,238.00	0.00	53,238.00	-85.3%
Lottery - Unrestricted and Instructional Materials		8560	210,840.00	61,742.00	272,582.00	214,272.00	66,967.00	281,239.00	3.2%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		242,456.00	242,456.00		218,241.00	218,241.00	-10.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		340,414.00	340,414.00		0.00	0.00	-100.0%
Career Technical Education Incentive									

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Grant Program	6387	8590		107,735.00	107,735.00		0.00	0.00	-100.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,390.00	403,977.00	406,367.00	2,390.00	570,908.00	573,298.00	41.1%
TOTAL, OTHER STATE REVENUE			575,887.00	1,156,324.00	1,732,211.00	269,900.00	856,116.00	1,126,016.00	-35.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	31,814.00	0.00	31,814.00	31,814.00	0.00	31,814.00	0.0%
Interest		8660	25,000.00	0.00	25,000.00	25,000.00	0.00	25,000.00	0.0%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	15,104.00	173,867.00	188,971.00	0.00	13,650.00	13,650.00	-92.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	172,496.00	25,350.00	197,846.00	164,389.00	0.00	164,389.00	-16.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			244,414.00	199,217.00	443,631.00	221,203.00	13,650.00	234,853.00	-47.1%
TOTAL, REVENUES			14,452,522.00	1,818,758.00	16,271,280.00	14,341,055.00	1,234,232.00	15,575,287.00	-4.3%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,328,115.00	403,788.00	5,731,903.00	5,275,834.00	381,922.00	5,657,756.00	-1.3%
Certificated Pupil Support Salaries		1200	209,883.00	0.00	209,883.00	205,135.00	82,768.00	287,903.00	37.2%
Certificated Supervisors' and Administrators' Salaries		1300	760,208.00	4,997.00	765,205.00	751,744.00	4,023.00	755,767.00	-1.2%
Other Certificated Salaries		1900	46,474.00	0.00	46,474.00	46,474.00	0.00	46,474.00	0.0%
TOTAL, CERTIFICATED SALARIES			6,344,680.00	408,785.00	6,753,465.00	6,279,187.00	468,713.00	6,747,900.00	-0.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	46,695.00	138,758.00	185,453.00	79,424.00	139,190.00	218,614.00	17.9%
Classified Support Salaries		2200	649,303.00	111,921.00	761,224.00	652,870.00	117,647.00	770,517.00	1.2%
Classified Supervisors' and Administrators' Salaries		2300	227,751.00	77,960.00	305,711.00	227,376.00	75,755.00	303,131.00	-0.8%
Clerical, Technical and Office Salaries		2400	478,638.00	722.00	479,360.00	466,519.00	702.00	467,221.00	-2.5%
Other Classified Salaries		2900	100,978.00	1,099.00	102,077.00	103,980.00	1,107.00	105,087.00	2.9%
TOTAL, CLASSIFIED SALARIES			1,503,365.00	330,460.00	1,833,825.00	1,530,169.00	334,401.00	1,864,570.00	1.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	780,060.00	329,527.00	1,109,587.00	892,099.00	423,539.00	1,315,638.00	18.6%
PERS		3201-3202	201,007.00	45,672.00	246,679.00	226,959.00	49,382.00	276,341.00	12.0%
OASDI/Medicare/Alternative		3301-3302	210,493.00	31,183.00	241,676.00	211,950.00	32,368.00	244,318.00	1.1%
Health and Welfare Benefits		3401-3402	1,122,111.00	70,977.00	1,193,088.00	1,111,506.00	80,734.00	1,192,240.00	-0.1%
Unemployment Insurance		3501-3502	8,579.00	807.00	9,386.00	8,593.00	883.00	9,476.00	1.0%
Workers' Compensation		3601-3602	147,681.00	14,014.00	161,695.00	148,331.00	15,249.00	163,580.00	1.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,469,931.00	492,180.00	2,962,111.00	2,599,438.00	602,155.00	3,201,593.00	8.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	783,154.00	41,542.00	824,696.00	79,440.00	11,607.00	91,047.00	-89.0%
Books and Other Reference Materials		4200	106,362.00	150,773.00	257,135.00	90,715.00	57,380.00	148,095.00	-42.4%
Materials and Supplies		4300	625,522.00	260,785.00	886,307.00	497,960.00	90,491.00	588,451.00	-33.6%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	731,084.00	244,956.00	976,040.00	335,686.00	52,425.00	388,111.00	-60.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			2,246,122.00	698,056.00	2,944,178.00	1,003,801.00	211,903.00	1,215,704.00	-58.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	48,257.00	24,534.00	72,791.00	45,259.00	1,625.00	46,884.00	-35.6%
Dues and Memberships		5300	17,983.00	0.00	17,983.00	17,983.00	0.00	17,983.00	0.0%
Insurance		5400 - 5450	115,544.00	0.00	115,544.00	115,544.00	0.00	115,544.00	0.0%
Operations and Housekeeping Services		5500	352,538.00	0.00	352,538.00	340,838.00	0.00	340,838.00	-3.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	142,894.00	12,789.00	155,683.00	140,892.00	12,789.00	153,681.00	-1.3%
Transfers of Direct Costs		5710	(710.00)	710.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,309,693.00	673,083.00	1,982,776.00	745,326.00	149,520.00	894,846.00	-54.9%
Communications		5900	209,356.00	0.00	209,356.00	208,156.00	0.00	208,156.00	-0.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,195,555.00	711,116.00	2,906,671.00	1,613,998.00	163,934.00	1,777,932.00	-38.8%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	235,760.00	30,906.00	266,666.00	67,846.00	0.00	67,846.00	-74.6%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			235,760.00	30,906.00	266,666.00	67,846.00	0.00	67,846.00	-74.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	810,788.00	810,788.00	0.00	849,348.00	849,348.00	4.8%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	810,788.00	810,788.00	0.00	849,348.00	849,348.00	4.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(88,832.00)	88,832.00	0.00	(68,043.00)	68,043.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(88,832.00)	88,832.00	0.00	(68,043.00)	68,043.00	0.00	0.0%
TOTAL, EXPENDITURES			14,906,581.00	3,571,123.00	18,477,704.00	13,026,396.00	2,698,497.00	15,724,893.00	-14.9%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	7,641.00	0.00	7,641.00	102,924.00	0.00	102,924.00	1247.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			7,641.00	0.00	7,641.00	102,924.00	0.00	102,924.00	1247.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals			2017-18 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(1,378,212.00)	1,378,212.00	0.00	(1,464,265.00)	1,464,265.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(1,378,212.00)	1,378,212.00	0.00	(1,464,265.00)	1,464,265.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,385,853.00)	1,378,212.00	(7,641.00)	(1,567,189.00)	1,464,265.00	(102,924.00)	1247.0%

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,050.36	1,050.36	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,050.36	1,050.36	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,050.36	1,050.36	0.0%
2) Ending Balance, June 30 (E + F1e)			1,050.36	1,050.36	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,050.36	1,050.36	0.0%
Bus Replacement Reserve	0000	9780		1,050.36	
Bus Replacement Reserve	0000	9780	1,050.36		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,051.08		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,051.08		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,051.08		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	6,850,000.00	6,800,000.00	-0.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,850,000.00	6,800,000.00	-0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(6,850,000.00)	(6,800,000.00)	-0.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	6,850,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,850,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(6,800,000.00)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.00	0.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	0.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Expenditures					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	(6,800,000.00)	New

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(47,350.08)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(47,350.08)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(47,350.08)		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	6,850,000.00	6,800,000.00	-0.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,850,000.00	6,800,000.00	-0.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,850,000.00	6,800,000.00	-0.7%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	6,850,000.00	0.00	-100.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			6,850,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			6,850,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	57,629.00	57,629.00	0.0%
5) TOTAL, REVENUES			57,629.00	57,629.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	13,000.00	13,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	151,629.00	44,629.00	-70.6%
6) Capital Outlay		6000-6999	35,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			199,629.00	57,629.00	-71.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(142,000.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(142,000.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,227,457.29	1,085,457.29	-11.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,227,457.29	1,085,457.29	-11.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,227,457.29	1,085,457.29	-11.6%
2) Ending Balance, June 30 (E + F1e)			1,085,457.29	1,085,457.29	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			1,085,457.29	1,085,457.29	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,081,847.25		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			1,081,847.25		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			1,081,847.25		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds					
Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from					
Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	6,000.00	6,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	50,000.00	50,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,629.00	1,629.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			57,629.00	57,629.00	0.0%
TOTAL, REVENUES			57,629.00	57,629.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	13,000.00	13,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			13,000.00	13,000.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	151,629.00	44,629.00	-70.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			151,629.00	44,629.00	-70.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	35,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			35,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			199,629.00	57,629.00	-71.1%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	197,236.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			197,236.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(197,236.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(197,236.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,236.33	0.33	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,236.33	0.33	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,236.33	0.33	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.33	0.33	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.33	0.33	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	148,384.89		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			148,384.89		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			148,384.89		

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	197,236.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			197,236.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			197,236.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Estimated Actuals	2017-18 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	2016-17 Estimated Actuals			2017-18 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	1,424.99	1,424.00	1,442.17	1,419.46	1,419.00	1,424.99
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	1,424.99	1,424.00	1,442.17	1,419.46	1,419.00	1,424.99
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,424.99	1,424.00	1,442.17	1,419.46	1,419.00	1,424.99
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	6,747,900.00	301	97,239.00	303	6,650,661.00	305	17,450.00		307	6,633,211.00	309
2000 - Classified Salaries	1,864,570.00	311	4,091.00	313	1,860,479.00	315	376,926.00		317	1,483,553.00	319
3000 - Employee Benefits	3,201,593.00	321	30,741.00	323	3,170,852.00	325	130,962.00		327	3,039,890.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,215,704.00	331	19,561.00	333	1,196,143.00	335	266,192.00		337	929,951.00	339
5000 - Services . . . & 7300 - Indirect Costs	1,777,932.00	341	8,226.00	343	1,769,706.00	345	150,349.00		347	1,619,357.00	349
TOTAL					14,647,841.00	365			TOTAL	13,705,962.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.....	1100	5,611,303.00	375
2. Salaries of Instructional Aides Per EC 41011.....	2100	218,614.00	380
3. STRS.....	3101 & 3102	1,099,035.00	382
4. PERS.....	3201 & 3202	41,443.00	383
5. OASDI - Regular, Medicare and Alternative.....	3301 & 3302	101,919.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).....	3401 & 3402	793,523.00	385
7. Unemployment Insurance.....	3501 & 3502	6,405.00	390
8. Workers' Compensation Insurance.....	3601 & 3602	110,629.00	392
9. OPEB, Active Employees (EC 41372).....	3751 & 3752	0.00	
10. Other Benefits (EC 22310).....	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).....		7,982,871.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.....		124,215.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).....		189,021.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.....			396
14. TOTAL SALARIES AND BENEFITS.....		7,669,635.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.....		55.96%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X').....			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high).....		55.00%
2. Percentage spent by this district (Part II, Line 15).....		55.96%
3. Percentage below the minimum (Part III, Line 1 minus Line 2).....		0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).....		13,705,962.00
5. Deficiency Amount (Part III, Line 3 times Line 4).....		0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 498,631.00
- 2. Contracted general administrative positions not paid through payroll _____
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 11,050,770.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.51%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. _____
Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	539,593.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	281,547.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	15,600.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	114,255.66
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	297.66
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	951,293.32
9. Carry-Forward Adjustment (Part IV, Line F)	(302,267.16)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	649,026.16

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	11,098,590.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,359,898.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	868,242.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	204,811.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	13,964.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	7,206.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	469,165.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,649.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,419,129.34
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	6,302.34
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	772,302.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	17,221,258.68

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment

(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B18) 5.52%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2018-19 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B18) 3.77%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>951,293.32</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>67,310.06</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.67%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.67%) times Part III, Line B18) or (the highest rate used to recover costs from any program (9.31%) times Part III, Line B18); zero if positive	<u>(302,267.16)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(302,267.16)</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
<p>Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.</p>	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>3.77%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-151,133.58) is applied to the current year calculation and the remainder (\$-151,133.58) is deferred to one or more future years:	<u>4.65%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-100,755.72) is applied to the current year calculation and the remainder (\$-201,511.44) is deferred to one or more future years:	<u>4.94%</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>(302,267.16)</u>

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	607,056.76		108,554.37	715,611.13
2. State Lottery Revenue	8560	210,840.00		61,742.00	272,582.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		817,896.76	0.00	170,296.37	988,193.13
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	250.00			250.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	41.00			41.00
4. Books and Supplies	4000-4999	132,955.00		170,295.00	303,250.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	94,712.00			94,712.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	35,718.00			35,718.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		263,676.00	0.00	170,295.00	433,971.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	554,220.76	0.00	1.37	554,222.13
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Section I - Expenditures	Funds 01, 09, and 62			2016-17 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	18,485,345.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	487,333.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	13,964.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	266,666.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	7,641.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				288,271.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	95,997.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				17,805,738.00

Section II - Expenditures Per ADA		2016-17 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		1,424.00
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,504.03
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	13,165,875.13	9,136.50
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	13,165,875.13	9,136.50
B. Required effort (Line A.2 times 90%)	11,849,287.62	8,222.85
C. Current year expenditures (Line I.E and Line II.B)	17,805,738.00	12,504.03
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2018-19 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	7,641.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					7,641.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget
2016-17 Estimated Actuals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	7,641.00	7,641.00	0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	102,924.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					102,924.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

July 1 Budget
2017-18 Budget
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	102,924.00	102,924.00		

District: Pierce Joint Unified School District
 CDS #: 61614

Adopted Budget
2017-18 Budget Attachment

RESOLUTION #16/17-36: Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2017-18 Budget
01	General Fund/County School Service Fund	\$4,664,656.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$1,050.00
Total Assigned and Unassigned Ending Fund Balances		\$4,665,706.00
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		\$432,320.00
Remaining Balance to Substantiate Need		\$4,233,386.00

Objects 9780/9789/9790

Form 01

Form 17

Form 01CS Line 10B-4

Form 01CS Line 10B-7

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2017-18 Budget	Description of Need
01	General Fund/County School Service Fund	\$1,837,908.00	Facility Needs - Cafeteria/Modernizations
01	General Fund/County School Service Fund	\$400,000.00	Technology
01	General Fund/County School Service Fund	\$450,000.00	Deferred Maintenance
01	General Fund/County School Service Fund	\$258,982.00	Set aside for Textbook Adoptions
01	General Fund/County School Service Fund	\$240,000.00	Café Vans/Bus/Suburban/Vehicle Replacement
01	General Fund/County School Service Fund	\$710,496.00	Board Fund Balance Policy requiring available reserves of at least 5% of total unrestricted general fund expenditures and recommended one year LCFF growth reserve
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$336,000.00	Bus Replacement
Total of Substantiated Needs		\$4,233,386.00	

Remaining Unsubstantiated Balance

\$0.00

Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

Pierce Joint Unified School District

2017/18

Budget Adoption

Unrestricted/Restricted
MULTIPLE YEAR PROJECTION - June 22, 2017

INCOME	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
8011-8089 LCFF SOURCES	11,944,915	12,570,996	13,021,395
8012 EPA-EDUCATION PROTECTION ACT	1,904,217	1,823,781	1,829,905
8019 PRIOR YEAR ADJUSTMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL REVENUE LIMIT SOURCES</i>	13,849,132	14,394,777	14,851,300
<i>TOTAL FEDERAL REVENUE</i>	365,286	365,286	365,286
STATE REVENUES			
8311 STATE APPORTIONMENT PROGRAMS	0	0	0
8550 MANDATED COSTS	53,238	53,238	53,238
8560 LOTTERY	281,239	281,239	281,239
8590 OTHER STATE	<u>791,539</u>	<u>596,246</u>	<u>596,246</u>
<i>TOTAL STATE REVENUE</i>	1,126,016	930,723	930,723
OTHER LOCAL REVENUES			
8650 LEASES AND RENTALS	31,814	31,814	31,814
8660 INTEREST	25,000	27,500	30,250
8677 INTERAGENCY REVENUES	13,650	0	0
8699 OTHER LOCAL INCOME	164,389	167,677	171,030
8782 OTHER TRANSFERS FROM COUNTY	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL LOCAL REVENUES</i>	234,853	226,991	233,094
TOTAL REVENUES	15,575,287	15,917,777	16,380,403
8912-8919 INTERFUND TRANSFERS IN	0	0	0
TOTAL REVENUES AND TRANSFERS IN	15,575,287	15,917,777	16,380,403
EXPENDITURES			
1100 TEACHER'S SALARIES	5,657,756	5,828,891	5,943,449
1200 PUPIL SUPPORT SALARIES	287,903	293,661	299,534
1300 SUPERVISOR/ADMIN. SALARIES	755,767	770,882	786,300
1900 OTHER CERTIFICATED SALARIES	<u>46,474</u>	<u>47,403</u>	<u>48,352</u>
<i>TOTAL CERTIFICATED</i>	6,747,900	6,940,838	7,077,635
2100 INSTRUCTIONAL AIDES	218,614	222,986	227,446
2200 CLASSIFIED SUPPORT	770,517	785,927	801,646
2300 CLASSIFIED ADMINISTRATORS	303,131	309,194	315,377
2400 CLERICAL AND OFFICE	467,221	476,565	486,097
2900 OTHER CLASSIFIED SALARIES	<u>105,087</u>	<u>107,189</u>	<u>109,333</u>
<i>TOTAL CLASSIFIED</i>	1,864,570	1,901,861	1,939,899
<i>TOTAL SALARIES</i>	<i>8,612,470</i>	<i>8,842,699</i>	<i>9,017,533</i>
3100 STRS	1,315,638	1,485,946	1,639,153
3200 PERS	276,341	344,237	403,499
3300 SOCIAL SECURITY/MEDICARE	244,318	249,204	254,188
3400 HEALTH	1,192,240	1,192,240	1,192,240
EXPENDITURES (Continued)	17/18	18/19	19/20
3500 UNEMPLOYMENT INSURANCE	9,476	9,666	9,859

3600 WORKER'S COMPENSATION	163,580	166,852	170,189
3900 OTHER BENEFITS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL BENEFITS</i>	3,201,593	3,448,145	3,669,128
4100 TEXTBOOKS	91,047	93,879	96,798
4200 OTHER BOOKS	148,095	152,701	157,450
4300 INSTRUCTIONAL SUPPLIES	588,451	606,752	625,622
4400 NON CAPITALIZED EQUIPMENT	<u>388,111</u>	<u>400,181</u>	<u>412,627</u>
<i>TOTAL BOOKS AND SUPPLIES</i>	1,215,704	1,253,512	1,292,497
5200 TRAVEL AND CONFERENCE	46,884	48,342	49,846
5300 DUES AND MEMBERSHIPS	17,983	18,542	19,119
5400 INSURANCE	115,544	119,137	122,843
5500 UTILITIES	340,838	351,438	362,368
5600 CONTRACTS, RENTS, LEASES	153,681	158,460	163,389
5800 OTHER SERV. & OPERATING EXP.	894,846	922,676	951,371
5900 COMMUNICATIONS	<u>208,156</u>	<u>214,630</u>	<u>221,305</u>
<i>TOTAL CONTRACTS</i>	1,777,932	1,833,226	1,890,239
6170 LAND IMPROVEMENTS	0	0	0
6200 NEW BLDGS/IMPROVEMENTS	0	0	0
6400 NEW EQUIPMENT	67,846	69,203	70,587
6500 EQUIPMENT REPLACEMENT	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL EQUIPMENT</i>	67,846	69,203	70,587
7142 COMMUNITY SCHOOL/SELPA	849,348	866,335	883,662
7282 ALL OTHER TRANSFERS TO COUNTY	0	0	0
7350 INTERFUND INDIRECT COST	0	0	0
7400 DEBT SERVICE	0	0	0
7600 TRANSFERS TO OTHER FUNDS	0	0	0
7649 OTHER LOAN PAYMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL 7000 OTHER OUTGO</i>	849,348	866,335	883,662
TOTAL EXPENDITURES & TRANSFERS OUT	15,724,893	16,313,120	16,823,646

Pierce Joint Unified School District

2017/18

Budget Adoption

Unrestricted/Restricted MULTIPLE YEAR PROJECTION - June 22, 2017

INCOME	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
8011-8089 LCFF SOURCES	11,944,915	12,570,996	13,021,395
8012 EPA-EDUCATION PROTECTION ACT	1,904,217	1,823,781	1,829,905
8019 PRIOR YEAR ADJUSTMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL REVENUE LIMIT SOURCES</i>	13,849,132	14,394,777	14,851,300
<i>TOTAL FEDERAL REVENUE</i>	365,286	365,286	365,286
STATE REVENUES			
8311 STATE APPORTIONMENT PROGRAMS	0	0	0
8550 MANDATED COSTS	53,238	53,238	53,238
8560 LOTTERY	281,239	281,239	281,239
8590 OTHER STATE	<u>791,539</u>	<u>596,246</u>	<u>596,246</u>
<i>TOTAL STATE REVENUE</i>	1,126,016	930,723	930,723
OTHER LOCAL REVENUES			
8650 LEASES AND RENTALS	31,814	31,814	31,814
8660 INTEREST	25,000	27,500	30,250
8677 INTERAGENCY REVENUES	13,650	0	0
8699 OTHER LOCAL INCOME	164,389	167,677	171,030
8782 OTHER TRANSFERS FROM COUNTY	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL LOCAL REVENUES</i>	234,853	226,991	233,094
TOTAL REVENUES	15,575,287	15,917,777	16,380,403
8912-8919 INTERFUND TRANSFERS IN	0	0	0
TOTAL REVENUES AND TRANSFERS IN	15,575,287	15,917,777	16,380,403
 EXPENDITURES			
1100 TEACHER'S SALARIES	5,657,756	5,828,891	5,943,449
1200 PUPIL SUPPORT SALARIES	287,903	293,661	299,534
1300 SUPERVISOR/ADMIN. SALARIES	755,767	770,882	786,300
1900 OTHER CERTIFICATED SALARIES	<u>46,474</u>	<u>47,403</u>	<u>48,352</u>
<i>TOTAL CERTIFICATED</i>	6,747,900	6,940,838	7,077,635
2100 INSTRUCTIONAL AIDES	218,614	222,986	227,446
2200 CLASSIFIED SUPPORT	770,517	785,927	801,646
2300 CLASSIFIED ADMINISTRATORS	303,131	309,194	315,377
2400 CLERICAL AND OFFICE	467,221	476,565	486,097
2900 OTHER CLASSIFIED SALARIES	<u>105,087</u>	<u>107,189</u>	<u>109,333</u>
<i>TOTAL CLASSIFIED</i>	1,864,570	1,901,861	1,939,899
<i>TOTAL SALARIES</i>	<i>8,612,470</i>	<i>8,842,699</i>	<i>9,017,533</i>
3100 STRS	1,315,638	1,485,946	1,639,153
3200 PERS	276,341	344,237	403,499
3300 SOCIAL SECURITY/MEDICARE	244,318	249,204	254,188
3400 HEALTH	1,192,240	1,192,240	1,192,240
EXPENDITURES (Continued)	17/18	18/19	19/20
3500 UNEMPLOYMENT INSURANCE	9,476	9,666	9,859

3600 WORKER'S COMPENSATION	163,580	166,852	170,189
3900 OTHER BENEFITS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL BENEFITS</i>	3,201,593	3,448,145	3,669,128
4100 TEXTBOOKS	91,047	93,879	96,798
4200 OTHER BOOKS	148,095	152,701	157,450
4300 INSTRUCTIONAL SUPPLIES	588,451	606,752	625,622
4400 NON CAPITALIZED EQUIPMENT	<u>388,111</u>	<u>400,181</u>	<u>412,627</u>
<i>TOTAL BOOKS AND SUPPLIES</i>	1,215,704	1,253,512	1,292,497
5200 TRAVEL AND CONFERENCE	46,884	48,342	49,846
5300 DUES AND MEMBERSHIPS	17,983	18,542	19,119
5400 INSURANCE	115,544	119,137	122,843
5500 UTILITIES	340,838	351,438	362,368
5600 CONTRACTS, RENTS, LEASES	153,681	158,460	163,389
5800 OTHER SERV. & OPERATING EXP.	894,846	922,676	951,371
5900 COMMUNICATIONS	<u>208,156</u>	<u>214,630</u>	<u>221,305</u>
<i>TOTAL CONTRACTS</i>	1,777,932	1,833,226	1,890,239
6170 LAND IMPROVEMENTS	0	0	0
6200 NEW BLDGS/IMPROVEMENTS	0	0	0
6400 NEW EQUIPMENT	67,846	69,203	70,587
6500 EQUIPMENT REPLACEMENT	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL EQUIPMENT</i>	67,846	69,203	70,587
7142 COMMUNITY SCHOOL/SELPA	849,348	866,335	883,662
7282 ALL OTHER TRANSFERS TO COUNTY	0	0	0
7350 INTERFUND INDIRECT COST	0	0	0
7400 DEBT SERVICE	0	0	0
7600 TRANSFERS TO OTHER FUNDS	102,924	102,924	102,924
7649 OTHER LOAN PAYMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL 7000 OTHER OUTGO</i>	952,272	969,259	986,586
TOTAL EXPENDITURES & TRANSFERS OUT	15,827,817	16,416,044	16,926,570

MULTIPLE YEAR PROJECTION SUMMARY

2017/18

Budget Adoption

Unrestricted/Restricted

MULTIPLE YEAR PROJECTION - June 22, 2017

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
TOTAL REVENUES & TRANSFERS IN	15,575,287	15,917,777	16,380,403
TOTAL EXPENSES & TRANSFERS OUT	15,827,817	16,416,044	16,926,570
TOTAL REVENUES LESS EXPENDITURES	-252,530	-498,267	-546,166
BEGINNING BALANCE	4,867,684	4,605,154	4,096,887
LESS AMOUNT ABOVE REVENUES LESS EXP	-252,530	-498,267	-546,166
LESS REVOLVING CASH	<u>-20,000</u>	<u>-20,000</u>	<u>-20,000</u>
UNDISTRIBUTED RESERVE	4,595,154	4,086,887	3,530,720
% UNDISTRIBUTED RESERVE	29.03%	24.90%	20.86%
3% UNDISTRIBUTED RESERVE IS	474,835	492,481	507,797
AMOUNT ABOVE (-BELOW) 3%	4,120,319	3,594,405	3,022,923
5% UNRESTRICTED BOARD RESERVE	656,466	682,382	704,431
AMOUNT ABOVE (-BELOW) 5%	3,938,688	3,404,504	2,826,289
<i>Recommended Reserve: 3% plus one year LCFF Growth</i>			
LCFF Growth over prior year	178,828	545,645	456,523
Plus 3% reserve	<u>474,835</u>	<u>492,481</u>	<u>507,797</u>
Total Recommended Reserve	653,663	1,038,126	964,320
Amount Above (-Below) Recommended Reserve	3,941,491	3,048,760	2,566,400
% Undistributed Reserve	24.90%	18.57%	15.16%

**Pierce Joint Unified School District
2017/18
Budget Adoption**

UNRESTRICTED MULTIPLE YEAR PROJECTION - June 22, 2017
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INCOME	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
8011-8089 LCFF SOURCES	11,944,915	12,570,996	13,021,395
8012 EDUCATION PROTECTION ACT-EPA	1,904,217	1,823,781	1,829,905
8019 PRIOR YEAR ADJUSTMENTS	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL REVENUE LIMIT SOURCES	13,849,132	14,394,777	14,851,300
<i>TOTAL FEDERAL REVENUE</i>	820	820	820
STATE REVENUES			
8311 STATE APPORTIONMENT PROGRAMS	0	0	0
8550 MANDATED COSTS	53,238	53,238	53,238
8560 LOTTERY	214,272	214,272	214,272
8590 OTHER STATE	<u>2,390</u>	<u>2,190</u>	<u>2,190</u>
TOTAL STATE REVENUE	269,900	269,700	269,700
OTHER LOCAL REVENUES			
8650 LEASES AND RENTALS	31,814	31,814	31,814
8660 INTEREST	25,000	27,500	30,250
8677 INTERAGENCY SERVICES	0	0	0
8699 OTHER LOCAL INCOME	164,389	167,677	171,030
8782 OTHER TRANSFERS FROM COUNTY	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL LOCAL REVENUES	221,203	226,991	233,094
8912-8919 INTERFUND TRANSFERS IN	0	0	0
TOTAL REVENUES	14,341,055	14,892,288	15,354,914
 8980-8999 CONTRIBUTIONS TO RESTRICTED	 -1,464,265	 -1,796,833	 -1,866,393
 EXPENDITURES			
1100 TEACHER'S SALARIES	5,275,834	5,439,331	5,546,097
1200 PUPIL SUPPORT SALARIES	205,135	209,238	213,422
1300 SUPERVISOR/ADMIN. SALARIES	751,744	766,779	782,114
1900 OTHER CERTIFICATED SALARIES	<u>46,474</u>	<u>47,403</u>	<u>48,352</u>
TOTAL CERTIFICATED	6,279,187	6,462,751	6,589,986
2100 INSTRUCTIONAL AIDES	79,424	81,012	82,633
2200 CLASSIFIED SUPPORT	652,870	665,927	679,246
2300 CLASSIFIED ADMINISTRATORS	227,376	231,924	236,562
2400 CLERICAL AND OFFICE	466,519	475,849	485,366
2900 OTHER CLASSIFIED SALARIES	<u>103,980</u>	<u>106,060</u>	<u>108,181</u>
TOTAL CLASSIFIED	1,530,169	1,560,772	1,591,988

<i>TOTAL SALARIES</i>	7,809,356	8,023,523	8,181,974
3100 STRS	892,099	1,052,136	1,194,764
3200 PERS	226,959	282,500	331,133
3300 SOCIAL SECURITY/MEDICARE	211,950	216,189	220,513
3400 HEALTH	1,111,506	1,111,506	1,111,506
3500 UNEMPLOYMENT INSURANCE	8,593	8,765	8,940
EXPENDITURES (Continued)	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
3600 WORKER'S COMPENSATION	148,331	151,298	154,324
3900 OTHER BENEFITS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL BENEFITS</i>	2,599,438	2,822,393	3,021,180
4100 APPROVED TEXTBOOKS	79,440	81,911	84,458
4200 BOOKS OTHER THAN TEXTBOOKS	90,715	93,536	96,445
4300 INSTRUCTIONAL SUPPLIES	497,960	513,447	529,415
4400 NON CAPITALIZED EQUIPMENT	<u>335,686</u>	<u>346,126</u>	<u>356,890</u>
<i>TOTAL BOOKS AND SUPPLIES</i>	1,003,801	1,035,019	1,067,208
5200 TRAVEL AND CONFERENCE	45,259	46,667	48,118
5300 DUES AND MEMBERSHIPS	17,983	18,542	19,119
5400 INSURANCE	115,544	119,137	122,843
5500 UTILITIES	340,838	351,438	362,368
5600 CONTRACTS, RENTS, LEASES	140,892	145,274	149,792
5700 TRANSFERS OF DIRECT COSTS	0	0	0
5800 OTHER SERV. & OPERATING EXP.	745,326	768,506	792,406
5900 COMMUNICATIONS	<u>208,156</u>	<u>214,630</u>	<u>221,305</u>
<i>TOTAL CONTRACTS</i>	1,613,998	1,664,193	1,715,950
6100 IMPROVEMENTS OF SITES	0	0	0
6170 LAND IMPROVEMENTS	0	0	0
6200 NEW BLDGS/IMPROVEMENTS	0	0	0
6400 NEW EQUIPMENT	67,846	69,203	70,587
6500 EQUIPMENT REPLACEMENT	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL EQUIPMENT</i>	67,846	69,203	70,587
7142 COMMUNITY SCHOOL/SELPA	0	0	0
7282 ALL OTHER TRANSFERS TO COUNTY	0	0	0
7310 TRANSFERS OF INDIRECT COSTS	-68,043	-69,608	-71,209
7350 TRANSFERS OF INDIRECT COSTS-INTERFUND	0	0	0
7600 TRANSFERS TO OTHER FUNDS	102,924	102,924	102,924
7649 OTHER LOAN PAYMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL 7000 OTHER OUTGO</i>	34,881	33,316	31,715
TOTAL EXPENDITURES & TRANSFERS OUT	13,129,320	13,647,648	14,088,615

**UNRESTRICTED
MULTIPLE YEAR PROJECTION SUMMARY**

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
TOTAL REVENUES	14,341,055	14,892,288	15,354,914
Other Financing Sources-Contributions to Rest.	<u>-1,464,265</u>	<u>-1,796,833</u>	<u>-1,866,393</u>
Total Revenues & Contributions	12,876,790	13,095,455	13,488,521
TOTAL EXPENSES & TRANSFERS OUT	13,129,320	13,647,648	14,088,615
TOTAL REVENUES LESS EXPENDITURES	<u>-252,530</u>	<u>-552,193</u>	<u>-600,094</u>
ESTIMATED BEGINNING BALANCE	4,867,684	4,605,154	4,042,961
LESS AMOUNT ABOVE REVENUES LESS EXP	<u>-252,530</u>	<u>-552,193</u>	<u>-600,094</u>
LESS REVOLVING CASH	<u>-20,000</u>	<u>-20,000</u>	<u>-20,000</u>
UNDISTRIBUTED RESERVE	4,595,154	4,032,961	3,422,867
% UNDISTRIBUTED RESERVE	35.00%	29.55%	24.30%
3% UNDISTRIBUTED RESERVE IS	474,835	492,481	507,797
AMOUNT ABOVE (-BELOW) 3%	4,120,319	3,540,480	2,915,070
5% UNRESTRICTED BOARD RESERVE	656,466	682,382	704,431
AMOUNT ABOVE (-BELOW) 5%	3,938,688	3,350,579	2,718,437
<i>Recommended Reserve: 3% plus one year LCFF Growth</i>			
LCFF Growth over prior year	178,828	545,645	456,523
Plus 3% reserve	<u>474,835</u>	<u>492,481</u>	<u>507,797</u>
Total Recommended Reserve	653,663	1,038,126	964,320
Amount Above (-Below) Recommended Reserve	3,941,491	2,994,835	2,458,547
% Undistributed Reserve	30.02%	21.94%	17.45%

MULTIPLE YEAR PROJECTION SUMMARY

2017/18

Budget Adoption

Unrestricted/Restricted

MULTIPLE YEAR PROJECTION - June 22, 2017

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
TOTAL REVENUES & TRANSFERS IN	15,575,287	15,917,777	16,380,403
TOTAL EXPENSES & TRANSFERS OUT	15,724,893	16,313,120	16,823,646
TOTAL REVENUES LESS EXPENDITURES	-149,606	-395,343	-443,242
BEGINNING BALANCE	4,867,684	4,708,078	4,302,735
LESS AMOUNT ABOVE REVENUES LESS EXP	-149,606	-395,343	-443,242
LESS REVOLVING CASH	<u>-20,000</u>	<u>-20,000</u>	<u>-20,000</u>
UNDISTRIBUTED RESERVE	4,698,078	4,292,735	3,839,492
% UNDISTRIBUTED RESERVE	29.88%	26.31%	22.82%
3% UNDISTRIBUTED RESERVE IS	471,747	489,394	504,709
AMOUNT ABOVE (-BELOW) 3%	4,226,331	3,803,341	3,334,783
5% UNRESTRICTED BOARD RESERVE	651,320	677,236	699,285
AMOUNT ABOVE (-BELOW) 5%	4,046,758	3,615,498	3,140,208
<i>Recommended Reserve: 3% plus one year LCFF Growth</i>			
LCFF Growth over prior year	178,828	545,645	456,523
Plus 3% reserve	<u>471,747</u>	<u>489,394</u>	<u>504,709</u>
Total Recommended Reserve	650,575	1,035,039	961,232
Amount Above (-Below) Recommended Reserve	4,047,503	3,257,696	2,878,260
% Undistributed Reserve	25.74%	19.97%	17.11%

Pierce Joint Unified School District
2017/18
Budget Adoption

UNRESTRICTED
MULTIPLE YEAR PROJECTION - June 22, 2017

INCOME	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
8011-8089 LCFF SOURCES	11,944,915	12,570,996	13,021,395
8012 EDUCATION PROTECTION ACT-EPA	1,904,217	1,823,781	1,829,905
8019 PRIOR YEAR ADJUSTMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL REVENUE LIMIT SOURCES</i>	13,849,132	14,394,777	14,851,300
<i>TOTAL FEDERAL REVENUE</i>	820	820	820
STATE REVENUES			
8311 STATE APPORTIONMENT PROGRAMS	0	0	0
8550 MANDATED COSTS	53,238	53,238	53,238
8560 LOTTERY	214,272	214,272	214,272
8590 OTHER STATE	<u>2,390</u>	<u>2,190</u>	<u>2,190</u>
<i>TOTAL STATE REVENUE</i>	269,900	269,700	269,700
OTHER LOCAL REVENUES			
8650 LEASES AND RENTALS	31,814	31,814	31,814
8660 INTEREST	25,000	27,500	30,250
8677 INTERAGENCY SERVICES	0	0	0
8699 OTHER LOCAL INCOME	164,389	167,677	171,030
8782 OTHER TRANSFERS FROM COUNTY	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL LOCAL REVENUES</i>	221,203	226,991	233,094
8912-8919 INTERFUND TRANSFERS IN	0	0	0
TOTAL REVENUES	14,341,055	14,892,288	15,354,914
8980-8999 CONTRIBUTIONS TO RESTRICTED	-1,464,265	-1,796,833	-1,866,393
EXPENDITURES			
1100 TEACHER'S SALARIES	5,275,834	5,439,331	5,546,097
1200 PUPIL SUPPORT SALARIES	205,135	209,238	213,422
1300 SUPERVISOR/ADMIN. SALARIES	751,744	766,779	782,114
1900 OTHER CERTIFICATED SALARIES	<u>46,474</u>	<u>47,403</u>	<u>48,352</u>
<i>TOTAL CERTIFICATED</i>	6,279,187	6,462,751	6,589,986
2100 INSTRUCTIONAL AIDES	79,424	81,012	82,633
2200 CLASSIFIED SUPPORT	652,870	665,927	679,246
2300 CLASSIFIED ADMINISTRATORS	227,376	231,924	236,562
2400 CLERICAL AND OFFICE	466,519	475,849	485,366
2900 OTHER CLASSIFIED SALARIES	<u>103,980</u>	<u>106,060</u>	<u>108,181</u>
<i>TOTAL CLASSIFIED</i>	1,530,169	1,560,772	1,591,988

<i>TOTAL SALARIES</i>	7,809,356	8,023,523	8,181,974
3100 STRS	892,099	1,052,136	1,194,764
3200 PERS	226,959	282,500	331,133
3300 SOCIAL SECURITY/MEDICARE	211,950	216,189	220,513
3400 HEALTH	1,111,506	1,111,506	1,111,506
3500 UNEMPLOYMENT INSURANCE	8,593	8,765	8,940
EXPENDITURES (Continued)	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
3600 WORKER'S COMPENSATION	148,331	151,298	154,324
3900 OTHER BENEFITS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL BENEFITS</i>	2,599,438	2,822,393	3,021,180
4100 APPROVED TEXTBOOKS	79,440	81,911	84,458
4200 BOOKS OTHER THAN TEXTBOOKS	90,715	93,536	96,445
4300 INSTRUCTIONAL SUPPLIES	497,960	513,447	529,415
4400 NON CAPITALIZED EQUIPMENT	<u>335,686</u>	<u>346,126</u>	<u>356,890</u>
<i>TOTAL BOOKS AND SUPPLIES</i>	1,003,801	1,035,019	1,067,208
5200 TRAVEL AND CONFERENCE	45,259	46,667	48,118
5300 DUES AND MEMBERSHIPS	17,983	18,542	19,119
5400 INSURANCE	115,544	119,137	122,843
5500 UTILITIES	340,838	351,438	362,368
5600 CONTRACTS, RENTS, LEASES	140,892	145,274	149,792
5700 TRANSFERS OF DIRECT COSTS	0	0	0
5800 OTHER SERV. & OPERATING EXP.	745,326	768,506	792,406
5900 COMMUNICATIONS	<u>208,156</u>	<u>214,630</u>	<u>221,305</u>
<i>TOTAL CONTRACTS</i>	1,613,998	1,664,193	1,715,950
6100 IMPROVEMENTS OF SITES	0	0	0
6170 LAND IMPROVEMENTS	0	0	0
6200 NEW BLDGS/IMPROVEMENTS	0	0	0
6400 NEW EQUIPMENT	67,846	69,203	70,587
6500 EQUIPMENT REPLACEMENT	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL EQUIPMENT</i>	67,846	69,203	70,587
7142 COMMUNITY SCHOOL/SELPA	0	0	0
7282 ALL OTHER TRANSFERS TO COUNTY	0	0	0
7310 TRANSFERS OF INDIRECT COSTS	-68,043	-69,608	-71,209
7350 TRANSFERS OF INDIRECT COSTS-INTERFUND	0	0	0
7600 TRANSFERS TO OTHER FUNDS	0	0	0
7649 OTHER LOAN PAYMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL 7000 OTHER OUTGO</i>	-68,043	-69,608	-71,209
TOTAL EXPENDITURES & TRANSFERS OUT	13,026,396	13,544,724	13,985,691

**UNRESTRICTED
MULTIPLE YEAR PROJECTION SUMMARY**

	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
TOTAL REVENUES	14,341,055	14,892,288	15,354,914
Other Financing Sources-Contributions to Rest.	<u>-1,464,265</u>	<u>-1,796,833</u>	<u>-1,866,393</u>
Total Revenues & Contributions	12,876,790	13,095,455	13,488,521
TOTAL EXPENSES & TRANSFERS OUT	13,026,396	13,544,724	13,985,691
TOTAL REVENUES LESS EXPENDITURES	-149,606	-449,269	-497,170
ESTIMATED BEGINNING BALANCE	4,867,684	4,708,078	4,248,809
LESS AMOUNT ABOVE REVENUES LESS EXP	-149,606	-449,269	-497,170
LESS REVOLVING CASH	<u>-20,000</u>	<u>-20,000</u>	<u>-20,000</u>
UNDISTRIBUTED RESERVE	4,698,078	4,238,809	3,731,639
% UNDISTRIBUTED RESERVE	36.07%	31.29%	26.68%
3% UNDISTRIBUTED RESERVE IS	471,747	489,394	504,709
AMOUNT ABOVE (-BELOW) 3%	4,226,331	3,749,415	3,226,930
5% UNRESTRICTED BOARD RESERVE	651,320	677,236	699,285
AMOUNT ABOVE (-BELOW) 5%	4,046,758	3,561,573	3,032,355
<i>Recommended Reserve: 3% plus one year LCFF Growth</i>			
LCFF Growth over prior year	178,828	545,645	456,523
Plus 3% reserve	<u>471,747</u>	<u>489,394</u>	<u>504,709</u>
Total Recommended Reserve	650,575	1,035,039	961,232
Amount Above (-Below) Recommended Reserve	4,047,503	3,203,770	2,770,407
% Undistributed Reserve	31.07%	23.65%	19.81%

Pierce Joint Unified School District

2017/18

Budget Adoption

RESTRICTED
MULTIPLE YEAR PROJECTION - June 22, 2017

INCOME	<u>17/18</u>	<u>18/19</u>	<u>19/20</u>
<i>TOTAL FEDERAL REVENUE</i>	364,466	364,466	364,466
STATE REVENUES			
8560 LOTTERY	66,967	66,967	66,967
8590 OTHER STATE	<u>789,149</u>	<u>540,130</u>	<u>540,130</u>
<i>TOTAL STATE REVENUE</i>	856,116	607,097	607,097
OTHER LOCAL REVENUES			
8677 INTERAGENCY REVENUES	13,650	0	0
8699 OTHER LOCAL INCOME	0	0	0
8782 OTHER TRANSFERS FROM COUNTY	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL LOCAL REVENUES</i>	13,650	0	0
TOTAL REVENUES	1,234,232	971,563	971,563
 8980-8999 Contributions	 1,464,265	 1,796,833	 1,866,393
 EXPENDITURES			
1100 TEACHER'S SALARIES	381,922	389,560	397,352
1200 PUPIL SUPPORT SALARIES	82,768	84,423	86,112
1300 SUPERVISOR/ADMIN. SALARIES	4,023	4,103	4,186
1900 OTHER CERTIFICATED SALARIES	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL CERTIFICATED</i>	468,713	478,087	487,649
2100 INSTRUCTIONAL AIDES	139,190	141,974	144,813
2200 CLASSIFIED SUPPORT	117,647	120,000	122,400
2300 CLASSIFIED ADMINISTRATORS	75,755	77,270	78,816
2400 CLERICAL AND OFFICE	702	716	730
2900 OTHER CLASSIFIED SALARIES	<u>1,107</u>	<u>1,129</u>	<u>1,152</u>
<i>TOTAL CLASSIFIED</i>	334,401	341,089	347,911
<i>TOTAL SALARIES</i>	<i>803,114</i>	<i>819,176</i>	<i>835,560</i>
3100 STRS	423,539	433,811	444,389
3200 PERS	49,382	61,737	72,365
3300 SOCIAL SECURITY/MEDICARE	32,368	33,015	33,676
3400 HEALTH	80,734	80,734	80,734
3500 UNEMPLOYMENT INSURANCE	883	901	919
EXPENDITURES (Continued)	17/18	18/19	19/20
3600 WORKER'S COMPENSATION	<u>15,249</u>	<u>15,554</u>	<u>15,865</u>
<i>TOTAL BENEFITS</i>	602,155	625,752	647,948
4100 TEXTBOOKS	11,607	11,968	12,340
4200 OTHER BOOKS	57,380	59,165	61,005
4300 INSTRUCTIONAL SUPPLIES	90,491	93,305	96,207
4400 NON CAPITALIZED EQUIPMENT	<u>52,425</u>	<u>54,055</u>	<u>55,737</u>

<i>TOTAL BOOKS AND SUPPLIES</i>	211,903	218,493	225,288
5200 TRAVEL AND CONFERENCE	1,625	1,676	1,728
5300 DUES AND MEMBERSHIPS	0	0	0
5400 INSURANCE	0	0	0
5600 CONTRACTS, RENTS, LEASES	12,789	13,187	13,597
5700 TRANSFERS OF DIRECT COSTS	0	0	0
5800 OTHER SERV. & OPERATING EXP.	149,520	154,170	158,965
5900 COMMUNICATIONS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL CONTRACTS</i>	163,934	169,032	174,289
6170 LAND IMPROVEMENTS	0	0	0
6200 NEW BLDGS/IMPROVEMENTS	0	0	0
6400 NEW EQUIPMENT	0	0	0
6500 EQUIPMENT REPLACEMENT	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL EQUIPMENT</i>	0	0	0
7142 COMMUNITY SCHOOL/SELPA	849,348	866,335	883,662
7282 ALL OTHER TRANSFERS TO COUNTY	0	0	0
7310 TRANSFER OF INDIRECT COSTS	68,043	69,608	71,209
7600 TRANSFERS TO OTHER FUNDS	0	0	0
7649 OTHER LOAN PAYMENTS	<u>0</u>	<u>0</u>	<u>0</u>
<i>TOTAL 7000 OTHER OUTGO</i>	917,391	935,943	954,871
TOTAL EXPENDITURES & TRANSFERS OUT	2,698,497	2,768,396	2,837,956

RESTRICTED MULTIPLE YEAR PROJECTION SUMMARY
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	17/18	18/19	19/20
TOTAL REVENUES	1,234,232	971,563	971,563
Other Financing Sources-Contributions	<u>1,464,265</u>	<u>1,796,833</u>	<u>1,866,393</u>
Total Revenues & Contributions	2,698,497	2,768,395	2,837,956
TOTAL EXPENSES & TRANSFERS OUT	2,698,497	2,768,396	2,837,956
TOTAL REVENUES LESS EXPENDITURES	0	0	0
BEGINNING BALANCE	0	0	0
LESS AMOUNT ABOVE REVENUES LESS EXP	<u>0</u>	<u>0</u>	<u>0</u>
UNDISTRIBUTED RESERVE	0	0	0

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Pierce Joint Unified School District		
Contact Name and Title	Carol Geyer Superintendent	Email and Phone	cgeyer@pierce.k12.ca.us (530) 476-2892

2017-20 Plan Summary

THE STORY

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

Pierce Joint Unified School District had an enrollment of 1,480 students in the 2016/17 school year. The district serves the rural communities of Arbuckle, College City, Dunnigan, Grimes, and the surrounding areas that encompass approximately 435 square miles in the southern one-third of Colusa County and extending six miles into Yolo County. Pierce district is located about 50 miles to the north of Sacramento along Interstate 5. Pierce JUSD operates two TK-5 elementary schools. One with an enrollment of over 630 students and one with an enrollment with just over 50 students. There is one middle school in the district, one comprehensive senior high school and one alternative high school. Agriculture is the main industry in the district including annually cultivated crops and orchards as well as a few food processing plants.

Pierce Joint Unified School District has a diverse student population that it serves as represented below.

Hispanic Students: 75%

White Students: 21%

English Learners: 33%

Economically Disadvantaged: 67%

Homeless/Foster Youth: 2.7%

State Academic Standards are implemented in the classrooms. Aligned curriculum to these state standards has been purchased for language arts and math. Professional development is ongoing in the district. Wednesdays are used for Professional Learning Community time at the sites. This time is also used for grade and department level planning. Staff training takes place on Wednesdays too. Instructional coaches are hired to support teachers. New teachers are provided mentors.

Because of its rural location, the Pierce District struggles with being able to attract and keep qualified teachers. Teachers who commute long distances to teach in the district many times do not stay long-term because they eventually find jobs nearer their homes. Maintaining a competitive salary schedule is important to the district to retain qualified staff in order to serve its diverse student population.

LCAP HIGHLIGHTS

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

Pierce Joint Unified School District and its stakeholders determined that the district would continue with its three, previously set, goals over the course of the next three years. These goals are broad and measured by the many metrics included under each of the goals themselves.

GOAL 1 - Pierce Joint Unified School District students will graduate high school college and career ready. 34 Actions/Services (p.28)

GOAL 2 - Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. 11 Actions/Services (p. 63)

GOAL 3 - Pierce Joint Unified School District will engage families and members of the greater school community as educational partners. 8 Actions/Services (p. 75)

REVIEW OF PERFORMANCE

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

This year the Pierce District was one of twenty-two districts in the state that was recognized by the College Board for its increase in the percentage of students taking and passing Advanced Placement (AP) tests with a score of 3 or higher, including an increase in its subgroups. The district pays for all students in AP classes to take the AP exam at the end of the course. This will continue for those students. Graduation rates in the district continue to be in the very high category (100%) for all students and subgroups. One hundred percent of the facilities throughout the district meet the standard of being in good repair. Suspension rates as a district overall are in the medium category (4.2%) and showed a decline (1.9%) as indicated by the Spring 2017 LCAP dashboard. Reducing out-of-school suspension has been a priority this year. The district adopted a new Discipline Guide and will continue to look for alternatives to suspension when appropriate. In terms of State Academic Indicators, the district has purchased state adopted curriculum for language arts and math. At the high school level, English Learner progress on the LCAP rubrics resulted in a "green" because it had a status of 'high' and maintained in terms of change. The district strives to maintain these successes.

GREATEST PROGRESS

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

In the area of mathematics, the LCAP evaluation rubric places the district in the "orange" category because of its low status (41.1 points below level 3) and declining change (8.2 points) based on the 2016 CAASPP scores. All math subgroups were also in the orange with the exception of Students with Disabilities being in the "red" category. The district seeks to have fully credentialed teachers in the classroom for teaching math. An instructional coach works with and supports intern teachers. New math curriculum will be piloted at the high school next year in some classes. As a district, the English Learner Progress from the LCAP Evaluation Rubric indicated an area of concern as evidenced by the "orange" ranking which was due to the decline of scores (-4.4%) when looking at change from one year to the next even though the status was at 73% which is in the medium range. The district will maintain the additional ELD teachers that have been added to ensure students are getting their designated ELD time. English language arts is an area of concern for the subgroups of socioeconomically disadvantaged and students with disabilities subgroups. Both of these groups scored an orange and red respectfully. Implementation in terms of ELA curriculum will continue to be a focus in this next year which will be the second year with new curriculum. The literacy coach will be providing trainings in the summer and throughout the year. Suspension data shows that students with disabilities are getting suspended at a high rate as indicated by the "red" on the rubric. Alternatives to suspensions will be sought when appropriate. Examples of alternatives include counseling and conflict mediation.

GREATEST NEEDS

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

PERFORMANCE GAPS

Suspension for Students with Disabilities had a performance gap when compared to 'all' students. The district has adopted a new Discipline Guide for the 2017/18 school year. This guide offers alternatives to suspensions when appropriate so that students are not missing educational opportunities. A performance gap also exists in language arts for Students with Disabilities. Special Education teachers and regular education teachers will collaborate during staff development time to further the implementation of instruction of the state academic standards in language arts.

INCREASED OR IMPROVED SERVICES

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

The district will be hiring an additional 6th grade teacher in order to maintain smaller class sizes. All-day Transitional Kindergarten and Kindergarten classes will be implemented and support time from para-educators will be added to these classrooms. Physical Education teachers had their schedules rearranged to have a teacher on site all day at the middle school. This will allow for class sizes to be balanced throughout the day. Additional campus supervisor time will be required due to this change so that locker rooms can be supervised. The high school will have four English teachers this year.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$15,827,817

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$3,247,963

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

The following are General Fund Budget Expenditures not included in the LCAP:

- Core Instructional costs for salary and benefits, textbooks, instructional materials, and supplies/equipment.
- Health Services, Administrative services, Transportation, and Special Education excess cost.
- Maintenance and Operations, Deferred Maintenance, Routine Restricted Maintenance and Facility Costs.

\$13,849,132

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Pierce Joint Unified School District students will graduate high school college and career ready.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- (a) 92 students enrolled in 3 AP classes, increase to 160 students with 8 AP classes
- (b) 98-100% AP exam participation rate (15-16), maintain
- (c) 48.6% AP exam passage rate, increase by 10% (14-15 data)
- (d) 28.7% UC/CSU a-g enrollment rate of seniors, increase to 33% (14-15 data)
- (e) 38% CAASPP ELA proficiency, increase to 44%; 33% CAASPP math proficiency (14-15 data), increase to 38%
- (f) AMAO #1 maintain meeting target of 60.5% - no new data release expected
- (g) AMAO #2 <5 years, maintain meeting target of 24.2% - no new data release expected
- (h) AMAO #2 >5 years, maintain meeting target of 50.9% - no new data release expected
- (i) 15% EAP college ready criteria met in ELA (14-15 data), increase to 20%
- (j) 10% EAP college ready criteria met in math (14-15 data), increase to 15%

ACTUAL

- (a) 139 students enrolled in 8 AP classes (16-17)
- (b) 100% participation rate
- (c) 48.6% AP exam passage rate was actually the 15-16 data. 2016-17 data will not be available until after June 30.
- (d) 27.3% UC/CSU a-g enrollment rate of seniors (15-16)
- (e) 39% CAASPP ELA proficiency; 29% math proficiency (15/16)
- (f) AMAO data not available
- (g) AMAO data not available
- (h) AMAO data not available
- (i) 10.5% EAP college ready criteria in ELA (15/16)
- (j) 1.9% EAP college ready criteria in math (15/16)

(k) 98.8% High school graduation rate (14-15 data), maintain at 95%

(l) 1.2% high school drop-out rate (14-15 data), maintain

(m) 34.2% AES/13.7% GI (grades K-5) students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5%

(n) 44.9% JJH students at or above norm grade level mean RIT on NWEA reading (15-16), increase 5%

(o) 47.6% PHS students(grades 9-11) at or above grade level mean RIT on NWEA reading (15-16), increase 5%

(p) 0% middle school dropout rate (14-15 data), maintain

(q) 100% of teachers are properly credentialed and assigned, maintain

(r) 100% of students have standards-aligned instructional materials, maintain

(s) 100% of K-12 teachers will have at least 3 days of professional development in ELA, math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM

(t) 10.2% Reclassification Rate (14-15 data), increase to 20%

(u) 47.7% of 5th graders met 6/6 fitness standards on the PFT, increase to 50%

(v) 21.8% of 7th graders met 6/6 fitness standards on the PFT, increase to 25%

(w) 32.5% of 9th graders met 6/6 fitness standards on the PFT, increase to 35%

(x) 33% of 5th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(y) 43% of 8th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(z) 30% of 10th graders Pro/Adv. on CST science test (14-15 data), increase by 5%

(aa) 85% CTE pathway completer (14-15), increase by 3%

(bb) 100% of students have access to and are enrolled in all required areas of study, maintain

(cc) 25% CTE course enrollment rate (14-15)

(dd) API data no longer available

(k) 99.9% graduation rate (15/16)

(l) .01% high school drop-out rate (15/16)

(m) 37.5% AES/30.3% GI students at or above norm grade level mean RIT on NWEA reading (16-17), increase of 3.3% and 16.6% respectively

(n) 34% JJH students at or above norm grade level mean RIT on NWEA reading (16-17), decrease of 10.9%

(o) 62% PHS students (9-11) at or above norm grade level mean RIT on NWEA reading (16-17), 14.4% increase

(p) 0% middle school dropout rate (15/16)

(q) 95.7% of teachers are properly credentialed and assigned

(r) 100% of students have standards-aligned instructional materials

(s) 100% of TK-12 teachers have at least 3 days of professional development in ELA, Math or subject area specific content of CCSS, ELD training, and Next Generation Science Standards and/or STEM

(t) 10.2% Reclassification rate (15/16)

(u) 39.1% of 5th graders met 6/6 fitness standards on the PFT (15/16)

(v) 36.6% of 7th graders met 6/6 fitness standards on the PFT (15/16)

(w) 41.1% of 9th graders met 6/6 fitness standards on the PFT (15/16)

(x) 34.3% of 5th graders Pro/Adv. on CST science test (15/16)

(y) 46% of 8th graders Pro/Adv. on CST science test (15/16)

(z) 32% of 10th graders Pro/Adv. on CST science test (15/16)

(aa) 89% CTE pathway completers (15/16)

(bb) 100% of students have access to and are enrolled in all required areas of study

(cc) 44% CTE course enrollment rate (15/16)

(dd) API data not available

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Continue administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and EL engagement strategies</p>	<p>ACTUAL Principals did weekly instructional messages to staff. They conducted walk-throughs in the classroom and provided teachers written feedback. English Learner (EL) Coordinator provided staff development to teachers.</p>
Expenditures	<p>BUDGETED Base Supplemental and Concentration \$15,000 Title II \$15,000</p>	<p>ESTIMATED ACTUAL Base \$22,332 Supplemental and Concentration</p>
Action	2	
Actions/Services	<p>PLANNED Purchase Common Core aligned ELA adoption ELD materials, STEM materials, computer technology curriculum and supplementary materials</p>	<p>ACTUAL English Language Arts and English Language Development curriculum was purchased K-12. STEM materials were purchased for the elementary and middle schools. Curriculum for the computer technology class was purchased. Curriculum for dual enrollment classes was purchased for the high school.</p>
Expenditures	<p>BUDGETED Base Supplemental and Concentration \$35,000 Discretionary Funds \$327,306</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$27,361 Discretionary Funds \$348,181</p>
Action	3	
Actions/Services	<p>PLANNED Grade level & team collaboration time for instructional conversations around the Common Core State Standards, which could include aligning units and assessments.</p>	<p>ACTUAL Grade level and department collaboration took place on Wednesdays during early-release time.</p>
Expenditures	<p>BUDGETED Base Supplemental and Concentration \$165,590 Title I \$10,000 Title II \$15,000</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$194,402</p>

Action **4**

Actions/Services

PLANNED
Common Core, STEM, NGSS, ELD, technology and formative assessment professional development trainings on and offsite

ACTUAL
Trainings were held during staff development days that were part of the teacher calendar and during early-release time on Wednesdays. ELD Coordinator and instructional coaches along with the principals facilitated the trainings. Teams of teachers attended off-site trainings as well including Next Generation Science Standards and the Kindergarten Conference.

Expenditures

BUDGETED
Supplemental and Concentration \$89,000
Title I \$5,000
Title II \$5,000

ESTIMATED ACTUAL
\$45,000
Supplemental and Concentration

Action **5**

Actions/Services

PLANNED
Continue vertical articulation time between and amongst schools including release time for peer observations

ACTUAL
Vertical articulation conversations among teachers regarding curriculum implementation took place among grade levels and subjects at school sites. Vertical articulation between schools did not occur due to scheduling conflicts between school sites.

Expenditures

BUDGETED
Supplemental and Concentration \$6,500

ESTIMATED ACTUAL
Supplemental and Concentration \$4,933

Action **6**

Actions/Services

PLANNED
Provide training to staff on using the digital library as a resource including the utilization of Interim Block Assessments (IBA) for instructional feedback

ACTUAL
Instructional coaches and testing coordinator attended two-day training on the digital library and the IABs (Interim Assessment Blocks). The coaches then came back and presented to each of the schools. Teachers committed to administering some of the IABs.

Expenditures

Supplemental and Concentration \$43,217

Supplemental and Concentration \$16,060

Action **7**

Actions/Services

PLANNED
Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5. Create assessments in Illuminate linked to standards for

ACTUAL
Illuminate is being used as the student grading system for grades TK-5. Teachers at the elementary schools and high school are using the system for formative assessment as well.

	grades TK-12. Utilize training provided by Illuminate or teachers on site.	Administrators received training on the Business Intelligence Tool in Illuminate.
Expenditures	BUDGETED Supplemental and Concentration \$18,000	ESTIMATED ACTUAL Supplemental and Concentration \$13,222
Action	8	
Actions/Services	PLANNED Continue with additional para-educator time at Grand Island	ACTUAL Para-educator position was continued at Grand Island.
Expenditures	BUDGETED Supplemental and Concentration \$13,530	ESTIMATED ACTUAL Supplemental and Concentration \$17,005
Action	9	
Actions/Services	PLANNED Maintain .5 ELD teacher at GI & maintain additional .5 ELD teacher at AES. Provide ELD teacher specific to JJH for designated ELD time.	ACTUAL .5 ELD teacher at Grand Island and additional .5 ELD teacher at AES was maintained. A full-time ELD teacher was hired for the middle school for designated ELD time.
Expenditures	BUDGETED Supplemental and Concentration \$197,622	ESTIMATED ACTUAL Supplemental and Concentration \$99,453 Title III \$56,983 Title I \$56,983
Action	10	
Actions/Services	PLANNED Maintain agriculture/fabrication wood program as a CTE course	ACTUAL Agriculture/fabrication wood CTE program was maintained.
Expenditures	BUDGETED Supplemental and Concentration \$96,487	ESTIMATED ACTUAL Supplemental and Concentration \$97,753
Action	11	
Actions/Services	PLANNED Maintain K-3 CSR & 5th grade instructors	ACTUAL K-3 CSR and 5th grade teachers were maintained.
Expenditures	Supplemental and Concentration \$212,235	Supplemental and Concentration \$224,969
Action	12	
Actions/Services	PLANNED Maintain and remain current with 1:1 technology devices for student access to technology. Also, maintain teacher's	ACTUAL Maintained 1:1 devices for grades 1-12. Purchased 36 student devices for TK and kindergarten. Teacher devices were

	classroom technology tools such as iPads, document cameras, Apple TVs	purchased as necessary.
Expenditures	BUDGETED Supplemental and Concentration \$250,000	ESTIMATED ACTUAL Base \$146,226

Action **13**

Actions/Services	PLANNED Continue having technology employee provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use	ACTUAL Computer technician provided staff development to teachers during staff development time. She worked 1:1 with teachers as needed to support technology use. She worked on technology issues that were submitted through the work order process.
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Expenditures	BUDGETED Base \$31,822 Supplemental and Concentration \$31,822	ESTIMATED ACTUAL Base \$34,708 Supplemental and Concentration \$34,708
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Action **14**

Actions/Services	PLANNED Continue transportation for late bus route to extend school day for RtI. Continue to provide late bus route to Grimes to accommodate students at JJH and PHS. Continue transporting GI ASES students home after the program.	ACTUAL Late bus route ran for students staying for interventions on Mondays, Tuesdays and Thursdays. Buses took students to Dunnigan and Grimes. Transportation provided for Grand Island ASES program every evening.
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Expenditures	BUDGETED Supplemental and Concentration \$30,389 After School Education and Safety (ASES) \$10,936	ESTIMATED ACTUAL Supplemental and Concentration \$17,593 After School Education and Safety (ASES) \$8,095
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Action **15**

Actions/Services	PLANNED Maintain three additional staff development days for teacher training	ACTUAL Three additional staff development days were included in the teacher calendar.
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Expenditures	BUDGETED Supplemental and Concentration \$88,183	ESTIMATED ACTUAL Supplemental and Concentration \$97,346
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Action **16**

Actions/Services	PLANNED Teacher salary and health benefits increased in 14/15 to retain experienced and qualified staff. Pay for beginning teacher training for those teachers clearing their credential through the	ACTUAL Teacher salary and health benefits that were increased in 14/15 to retain experienced and quality staff continued. District paid for Induction Program for beginning teachers.
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	Tri-County Induction Program.	
Expenditures	<p>BUDGETED</p> <p>Base</p> <p>Supplemental and Concentration \$394,322</p>	<p>ESTIMATED ACTUAL</p> <p>Supplemental and Concentration \$432,787</p>

Action **17**

Actions/Services	<p>PLANNED</p> <p>Sacramento State Summer Academies for high school students, including registration fees, transportation for students</p>	<p>ACTUAL</p> <p>Approximately 76 students are scheduled for the Summer Academies in the summer of 2017. Registration fees, lunches and transportation will be provided.</p>
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Expenditures	<p>BUDGETED</p> <p>Supplemental and Concentration \$25,000</p>	<p>ESTIMATED ACTUAL</p> <p>Supplemental and Concentration \$16,825</p>
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Action **18**

Actions/Services	<p>PLANNED</p> <p>Hire a TK-12 Instructional Coach</p>	<p>ACTUAL</p> <p>TK-12 grade instructional coach was hired.</p>
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Expenditures	<p>BUDGETED</p> <p>Supplemental and Concentration \$89,663</p>	<p>ESTIMATED ACTUAL</p> <p>Title I \$98,787</p>
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Action **19**

Actions/Services	<p>PLANNED</p> <p>Continue having tutors after school at the high school to assist with math.</p>	<p>ACTUAL</p> <p>Tutors were not hired to assist with math. Math teachers provided the tutoring after school. Some of the math classes had access to Fueled Education online math support.</p>
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Expenditures	<p>BUDGETED</p> <p>Supplemental and Concentration \$3,213</p>	<p>ESTIMATED ACTUAL</p> <p>Supplemental and Concentration \$4,878</p>
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Action **20**

Actions/Services	<p>PLANNED</p> <p>Continue increasing library book collections at the elementary and middle schools. Add access to online research resources at the high school such as EBSCOhost and California Streaming.</p>	<p>ACTUAL</p> <p>Library books were purchased at all of the school sites. California Streaming was purchased for the high school. EBSCO host did not get implemented at the high school this year because it was not offered through LACOE this year.</p>
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Expenditures	<p>BUDGETED</p> <p>Instructional Material-Lottery \$6,500</p>	<p>ESTIMATED ACTUAL</p> <p>Supplemental and Concentration \$703</p> <p>Instructional Material-Lottery \$2,250</p>
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Action **21**

<p>Actions/Services</p>	<p>PLANNED Partner with Woodland Community College for dual enrollment for students at our high school to receive both high school and college credit for qualifying courses. Purchase textbooks for the qualifying courses.</p>	<p>ACTUAL Dual enrollment classes began at PHS. Five classes with a total of 15 sections were offered. Textbooks were purchased to support those classes.</p>
<p>Expenditures</p>	<p>BUDGETED Instructional Materials-Lottery \$3,000</p>	<p>ESTIMATED ACTUAL Instructional Materials-Lottery \$3,500</p>

Action **22**

<p>Actions/Services</p>	<p>PLANNED Continue to use Edvivate as an online resource tool for staff development and instructional feedback.</p>	<p>ACTUAL Edvivate is continuing to be used by the site administrators to provide written feedback to teachers following walk-through observations.</p>
<p>Expenditures</p>	<p>BUDGETED Supplemental and Concentration \$13,596</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$14,980</p>

Action **23**

<p>Actions/Services</p>	<p>PLANNED Continue to hire regular day teachers to provide tutoring and instruction after school.</p>	<p>ACTUAL Teachers were hired and provided tutoring to students after school.</p>
<p>Expenditures</p>	<p>BUDGETED Supplemental and Concentration \$35,863 Title I \$15,500 After School Education and Safety (ASES) \$17,461</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$26,678 After School Education and Safety (ASES) \$17,038</p>

Action **24**

<p>Actions/Services</p>	<p>PLANNED Advanced Placement exam dues paid for students taking AP courses</p>	<p>ACTUAL Advanced Placement exam dues paid for students enrolled in AP classes.</p>
<p>Expenditures</p>	<p>BUDGETED Base Supplemental and Concentration \$7,000</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$10,174</p>

Action **25**

<p>Actions/Services</p>	<p>PLANNED Provide summer school instruction four hours per day for 15</p>	<p>ACTUAL Summer school instruction to take place June 12-30.</p>
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days grades K-12

Expenditures

BUDGETED
 Supplemental and Concentration \$31,681
 Migrant Ed \$38,382

ESTIMATED ACTUAL
 Supplemental and Concentration \$32,483
 Migrant Ed \$38,328

Action **26**

Actions/Services

PLANNED
 Continue ST Math subscriptions for grades TK, K-6, and intervention licenses for grades 7 & 8. Continue using Edmentum at the high school level for intervention and credit recovery. Purchase Compass Learning online resource for student use in grades TK-5.

ACTUAL
 ST Math subscriptions were continued for grades TK-6 and intervention licenses for grades 7 & 8. Edmentum was purchased for use at the high school. Compass Learning was purchased for the elementary schools. Fueled Ed online resource was purchased for use in the high school math classes taught by a substitute teacher.

Expenditures

BUDGETED
 Supplemental and Concentration \$10,781
 Title I \$1,634
 Title III \$3,182
 Discretionary funds \$35,687
 After School Education and Safety (ASES) \$7,000

ESTIMATED ACTUAL
 Supplemental and Concentration \$14,441
 Instructional Materials \$28,030
 Discretionary Funds \$30,633
 After School Education and Safety (ASES) \$12,054

Action **27**

Actions/Services

PLANNED
 Continue NWEA and MAP assessment licensing

ACTUAL
 NWEA and MAP assessment licensing was purchased.

Expenditures

BUDGETED
 Supplemental and Concentration \$22,065

ESTIMATED ACTUAL
 Supplemental and Concentration \$22,065

Action **28**

Actions/Services

PLANNED
 Continue using NWEA assessment system, trainings for teachers and administrators, and reporting to stakeholders

ACTUAL
 NWEA assessment is being utilized 3 times per year and reported to School Site Councils and school board. Teachers have received training on how to read the reports. Teachers are using the reports to set goals with students. Reports are being given to parents.

Expenditures

BUDGETED
 Supplemental and Concentration \$15,000

ESTIMATED ACTUAL
 Supplemental and Concentration \$22,428

Action **29**

Actions/Services	PLANNED Continue to offer 5 periods of support during the regular day utilizing the Edmentum Curriculum	ACTUAL Five periods of support during the regular day were offered utilizing Edmentum.
Expenditures	BUDGETED Supplemental and Concentration \$70,381	ESTIMATED ACTUAL Supplemental and Concentration \$75,154
Action	30	
Actions/Services	PLANNED Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges.	ACTUAL Students attended a STEM workshop for middle school girls at Butte College. A visit to UC Davis also took place for middle school students.
Expenditures	BUDGETED Supplemental and Concentration \$4,000	ESTIMATED ACTUAL 0
Action	31	
Actions/Services	PLANNED Purchase curriculum for Special Education students	ACTUAL Online curriculum was purchased to be used for students with disabilities in the special education classrooms.
Expenditures	BUDGETED Instructional Materials-Lottery \$5,100	ESTIMATED ACTUAL Instructional Materials-Lottery \$5,815
Action	32	
Actions/Services	PLANNED Hire computer/technology teacher for middle school and purchase curriculum for the class.	ACTUAL Computer/technology teacher was hired at the middle school and Learning.com curriculum was purchased.
Expenditures	BUDGETED Supplemental and Concentration \$68,384	ESTIMATED ACTUAL Supplemental and Concentration \$55,544 Instructional Materials \$3,500

ANALYSIS

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

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

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

Actions and Services for this goal were implemented as planned with the only exception being the hiring of tutors for high school students and vertical articulation between schools. These tutors were not hired because the high school teachers themselves offered tutoring after school three days per week. Articulation among schools took place but not between schools. With the shortage of teachers, the district employed two interns and one teacher on a short-term staff permit. Two long-term substitutes were on permits as well.

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

With the addition of more Advanced Placement (AP) classes and paying the AP testing fee for students, the district received recognition from the College Board for increasing the number of students testing for AP and for increasing the number of students with passing scores including subgroups. The high school graduation rate reached 100% and the drop-out rate was less than 1%. Dual enrollment classes at the high school level are allowing students to receive college course credit this year for the first time. Our UC/CSU a-g enrollment rate is not showing an increase as of yet because the data being utilize is 4-year cohort data; however, we know the results will be positive over the course of the next few years because many additional courses have been a-g approved.

NWEA is now fully implemented at all of the school sites. This assessment is given to students three times per year. Teachers and administrators now have local data to analyze throughout the year to see how students are progressing and to be able to determine areas where students need extra support.

Students K-12 have new language arts curriculum that is aligned to the state standards. This was the first year of the district teachers utilizing that particular curriculum. Teachers received staff development for that specific curriculum. Further training on the ELD standards is needed even though the materials are part of the language arts adoption.

Support for interns, teachers on permits and beginning teachers was substantially increased this year with the hiring of an instructional coach who provided training and feedback. The literacy coach supported classroom teachers as well. Both the literacy coach and the instructional coach provided staff development to teachers at all sites and were participating members of grade level or content specific Professional Learning Communities (PLC).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service #1 - ELD Coordinator time for delivering EL content was not included in the budgeted amount but is included in the estimated actual.
 Action/Service #6 - Cost of implementing IAB training was less than anticipated causing the estimated actual to be lower than the budgeted amount.
 Action/Service #12 - Overestimated the need for getting 1:1 with technology devices for students and additional technology equipment for teachers.
 Action/Service #30 - Students participated in the programs but a grant through probation covered the costs including transportation.
 All Actions/Services that included salaries were underestimated in the budget because staff received a pay

increase during the school year that was retroactive to July 2016.

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

Changes to Expected Outcomes and Metrics:

State Indicators will be used in 2017/18 LCAP where applicable.

Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:

Deleting Action/Service #19 - Tutors are not being hired to assist high school students with math because teachers are doing the tutoring after school.

Deleting Action/Service #28 - completed action

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- (a) 97.1% attendance rate (15-16), maintain
- (b) 13% chronic absenteeism rate (15-16), decrease by 2%
- (c) 6% suspension rate (15-16), decrease to 5%
- (d) 0% expulsion rate (15-16), maintain at <1%
- (e) 4.3% F's at high school per semester (spring 15-16), maintain at 5% or less
- (f) 9% D's at high school per semester (spring 15-16), decrease 8% or less
- (g) 43 Discipline referrals at AES (15-16 data), maintain at 50 or less
- (h) 1 Discipline referrals at GI (15-16 data), maintain at 10 or less
- (i) 400 Discipline referrals at PHS (15-16 data), decrease to 350
- (j) 50 Discipline referrals at JJH (15-16), maintain
- (k) 17 Discipline referrals at AAHS (15-16), maintain at 20 or less
- (l) 15 Bus referrals district-wide (15-16), maintain at 20 or less
- (m) 100% of school sites have a facility rating of exemplary based on FIT data (15-16 data), maintain
- (n) 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 30% for 17/18 school year
- (o) 81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 85% for 17/18 school year
- (p) 62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 67% for 17/18 school year
- (q) 48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school, increase to 53% for 17/18 school year
- (r) 81% of 5th graders on the HKS agree or strongly agree that they feel safe at school, increase to 84% for 17/18 school year

ACTUAL

- (a) 96.6% (16/17)
- (b) 6% (15/16) the reported 13% was an error; 4.9% (16/17)
- (c) 3.6% suspension rate for (16/17)
- (d) 2 students expelled in 16/17 school year
- (e) 3.3% F rate (fall semester 15/16)
- (f) 10.5% D rate (fall semester 15/16)
- (g) 176 discipline referrals (16/17)
- (h) 38 discipline referrals (16/17)
- (i) 368 discipline referrals (16/17)
- (j) 30 discipline referrals (16/17)
- (k) 8 discipline referrals (16/17)
- (l) 51 bus referrals (16/17)
- (m) 100% of school sites have exemplary facility rating (16/17)
- (n) data not available this year
- (o) data not available this year
- (p) data not available this year
- (q) data not available this year
- (r) data not available this year

(s) 82% of 7th graders on the HKS agree or strongly agree that they feel safe at school, increase to 85% for 17/18 school year
 (t) 77% of 9th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79% for 17/18 school year
 (u) 74% of 11th graders on the HKS agree or strongly agree that they feel safe at school, increase to 79%
 (v) 11 F's in high school P.E. per semester (spring 2016 data), maintain at 10 or less students

(s) data not available this year
 (t) data not available this year
 (u) data not available this year
 (v) 16 F's in high school PE (fall semester 15/16)

ACTIONS / SERVICES

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

Action	1		
Actions/Services		PLANNED Maintain prevention/intervention counselor	ACTUAL Prevention/intervention counselor position maintained.
Expenditures		BUDGETED Supplemental and Concentration \$105,710	ESTIMATED ACTUAL Supplemental and Concentration \$113,018
Action	2		
Actions/Services		PLANNED Maintain facility services at school sites which included an additional 1.5 hours to overall classified custodial staff time that was increased in the 15/16 school year.	ACTUAL Facility services were maintained at the school sites including the additional 1.5 hours added to the overall classified custodial staff time that was increased in the 15/16 school year.
Expenditures		BUDGETED Base \$6,348	ESTIMATED ACTUAL Base \$6,538
Action	3		
Actions/Services		PLANNED Maintain extra-curricular funding	ACTUAL Extra curricular funding was maintained.
Expenditures		BUDGETED Base \$12,000	ESTIMATED ACTUAL Base \$12,000
Action	4		

<p>Actions/Services</p>	<p>PLANNED Maintain school clubs and activities for academic enrichment</p>	<p>ACTUAL School clubs and activities for academic enrichment were maintained.</p>
<p>Expenditures</p>	<p>BUDGETED Supplemental and Concentration \$8,750 After School Education and Safety (ASES) \$8,750</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$9,013 After School Education and Safety (ASES) \$8,750</p>
<p>Action 5</p>		
<p>Actions/Services</p>	<p>PLANNED Maintain campus supervisor position for students waiting for bus for late route</p>	<p>ACTUAL Campus supervisor position for students waiting for bus for late route was maintained.</p>
<p>Expenditures</p>	<p>Supplemental and Concentration \$5,450</p>	<p>After School Education and Safety (ASES) \$1,205</p>
<p>Action 6</p>		
<p>Actions/Services</p>	<p>PLANNED Maintain para-professional for TK classroom to provide academic support and supervision due to no classroom restroom</p>	<p>ACTUAL Para-educator for TK classroom to provide academic support and supervision due to no classroom restroom was maintained.</p>
<p>Expenditures</p>	<p>BUDGETED Title I \$20,541</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$22,136</p>
<p>Action 7</p>		
<p>Actions/Services</p>	<p>PLANNED Maintain college/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school. Continue with career navigation software.</p>	<p>ACTUAL College/career counseling technician to work with high school counselor to support students on their college and career readiness plans beginning in middle school and continuing in high school was maintained. Career navigation software continued to be used.</p>
<p>Expenditures</p>	<p>BUDGETED Supplemental and Concentration \$49,221</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$52,266</p>
<p>Action 8</p>		
<p>Actions/Services</p>	<p>PLANNED Maintain full time elementary vice principal for student support</p>	<p>ACTUAL Full-time elementary vice principal for student support was maintained.</p>

Expenditures	BUDGETED Base \$69,295	ESTIMATED ACTUAL Base \$74,217
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Action **9**

Actions/Services	PLANNED Maintain additional Physical Education teacher at elementary level to ensure required PE minutes are met.	ACTUAL Additional PE teacher time at the elementary school was maintained which ensured students received the required number of PE minutes.
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Expenditures	Base \$74,088	Base \$71,228
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Action **10**

Actions/Services	PLANNED Continue to offer ROP/CTE courses for students	ACTUAL ROP/CTE courses continued to be offered.
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Expenditures	Base \$95,552	Base \$95,522
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Action **11**

Actions/Services	PLANNED Continue College and Career Club program by creating a semester-long course for both 7th and 8th grades. Continue with curriculum and teacher salary for 4 periods of the course offering.	ACTUAL College and Career Club became a semester long course for both 7th and 8th grades for 4 periods of the school day. Curriculum continued to be used.
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Expenditures	BUDGETED Supplemental and Concentration \$55,081	ESTIMATED ACTUAL Supplemental and Concentration \$42,970
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Action **12**

Actions/Services	PLANNED Add additional music teacher to increase the offerings at PHS & JJH. Purchase musical instruments for the necessary courses	ACTUAL Music teacher was added that worked only at PHS because an art teacher resigned at the last minute and additional sections of music were needed for the master schedule. Musical instruments were purchased.
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Expenditures	Base \$87,781	Base \$92,458
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Action **13**

Actions/Services	PLANNED Purchase video camera system for buses	ACTUAL Video camera system was purchased and installed in buses.
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Expenditures	BUDGETED Base \$30,237	ESTIMATED ACTUAL Base \$29,914
Action	14	
Actions/Services	PLANNED Hire part-time nurse and health aide	ACTUAL Part-time nurse and part-time health aide were hired.
Expenditures	BUDGETED Base \$37,227	ESTIMATED ACTUAL Base \$39,787

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal were fully implemented. Most of the actions/services were ones that were being maintained from previous years. Adding a music teacher, installing bus video cameras and hiring a part-time nurse and health aide were completed. The music teacher position only served the high school because additional sections were needed for the master schedule because of a resignation of an art teacher that was not filled.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>This year the California School Dashboard has the district suspension rate at 4.2% for status and a decline of 1.9% for change based on 2014-15 data. For 2015-16 our suspension data has been calculated at 6% for status which would be an increase of 1.8%. With that data information, the district will be perceived as performing worse on the suspension rate; however, we anticipate an improvement based on 2016-17 calculations that will not be reported on the California School Dashboard because the state data is not as current as the local data. A focus this year on transitioning from a discipline matrix to a discipline guide has allowed for administration to look at each discipline offense as a unique situation which has led to an anticipated decrease in the total number of suspensions. Sites are seeking alternatives to suspensions in order to keep students in school and learning.</p> <p>Monitoring of Chronic Absenteeism has been a focus this year. It is anticipated that there will be a slight decrease in the percent of students labeled as Chronically Absent. As of April 2017 there were 5.8% students that were considered such, down from 6% last year. We need to continue to focus early in the year with the students who are on course to be defined as chronically absent.</p> <p>Video cameras on the school buses has increased the positive behavior on the buses according to anecdotal comments from the bus drivers. Administrators and the director of transportation can use the videos when incidents occur on the routes to clearly get an understanding of what occurred and deal with it appropriately,</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Service #5 - Campus supervisor position was for 3 days per week and not for the entire school year. It was budgeted for more time.
All Actions/Services that included salaries were underestimated in the budget because staff received a pay increase during the school year that was retroactive to July 2016.

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

Changes to Expected Outcomes and Metrics:

Grades of D & F will not be used at the high school level as an indicator. The state College/Career Indicator will gauge student readiness and their being on track for college and career. Discipline referrals and bus referrals will not be tracked as a metric, instead the state Suspension Indicator will be used to monitor school climate. The metric of monitoring grades of F in Physical Education will no longer be a metric. By removing PE grades from this goal, LCAP State Priority #8 will no longer apply to Goal #2.

Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:

Actions/Services #6, 7, & 11 were moved to Goal #1. These particular Actions/Services match with Goal #1 more so than with Goal #2.

Action #11 will be changing from College and Career Club class and curriculum to middle school version of Get Focused, Stay Focused curriculum for the 8th grade. Life Skills will be the 7th grade course. This is now Action/Service #13 in Goal #1 of 17/18 LCAP

Action/Service #6 in Annual Update can now be found under Goal #1, Action/Service #3 in 17/18 LCAP
Action/Service #7 in Annual Update can now be found under Goal #1, Action/Service #11 in 17/18 LCAP

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3	Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- (a) 35.4% of JJH parents have access to grading portal, increase to 40%
- (b) 56.6% of high school parents have access to grading portal, increase to 60%
- (c) 26 DART referrals, decrease to 25 or less
- (d) Offer PIQE parent engagement workshop for elementary level parents
- (e) 100% of school sites will request parent feedback through end-of-year surveys, maintain

ACTUAL

- (a) 53.3% as of 2/23/17
- (b) 81.5% as of 2/23/17
- (c) 58 DART referrals
- (d) PIQE workshops held
- (e) 100% conducted parent surveys

ACTIONS / SERVICES

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

Action 1			
Actions/Services	<table border="0" style="width: 100%;"> <tr> <td style="background-color: #d9ead3; width: 50%; vertical-align: top;"> PLANNED Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights. </td> <td style="background-color: #d9ead3; width: 50%; vertical-align: top;"> ACTUAL In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact </td> </tr> </table>	PLANNED Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	ACTUAL In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact
PLANNED Maintain parent training on how to access abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	ACTUAL In lieu of training, information sheets were mailed to parents on how to access the parent portal and create parent accounts. The information sheets contained school contact		

		information if parents needed assistance with the process.
Expenditures	BUDGETED Supplemental and Concentration \$1,055	ESTIMATED ACTUAL Supplemental and Concentration \$300
Action	2	
Actions/Services	PLANNED Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments	ACTUAL Staff received training on inputting information into the system to allow parents to see assignments that were forthcoming.
Expenditures	BUDGETED Base \$8,050	ESTIMATED ACTUAL Supplemental and Concentration \$2,550
Action	3	
Actions/Services	PLANNED Continue Edu-link contract to allow phone and email message communication with parents.	ACTUAL Edu-link contract was continued for phone and email communication with parents.
Expenditures	BUDGETED Year 3 of a 3 year contract	ESTIMATED ACTUAL 0
Action	4	
Actions/Services	PLANNED Continue holding CTE/Agriculture advisory committee meetings four times per year	ACTUAL CTE/Agriculture advisory committee meetings were held four times during the year.
Expenditures	BUDGETED No cost associated with this action	ESTIMATED ACTUAL 0
Action	5	
Actions/Services	PLANNED Continue to update and provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This includes dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. This is a type of Parent "Survival" guide.	ACTUAL Parents of high school students were provided with grade level timelines of important dates for ensuring their student is prepared for college or career entry. This information included dates of assessments for PSAT, AP, SAT, Act and dates of college deadlines and scholarship deadlines.
Expenditures	Supplemental and Concentration \$282	Supplemental and Concentration \$282

Action	6		
Actions/Services	<p>PLANNED Continue to communicate with parents on a regular basis regarding student opportunities to fulfill college and career goals. Meet with incoming 8th graders and their parents to work on student's high school plan.</p>	<p>ACTUAL Parents continue to receive information on opportunities for their students to fulfill college and career goals through newsletters, emails, parent conferences and parent workshops. Parents of 8th graders were able to attend an informational evening on registering for classes for high school.</p>	
Expenditures	<p>BUDGETED Supplemental and Concentration \$2,691</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$2,691</p>	
Action	7		
Actions/Services	<p>PLANNED Continue to provide transportation for parents to Sacramento State Academy Orientation</p>	<p>ACTUAL Orientation will not occur until June. This is still available to parents.</p>	
Expenditures	<p>BUDGETED Supplemental and Concentration \$1,500</p>	<p>ESTIMATED ACTUAL 0</p>	
Action	8		
Actions/Services	<p>PLANNED Maintain App for district and site information/communication with parents and community</p>	<p>ACTUAL Mobile App for district and site communication is being used.</p>	
Expenditures	<p>BUDGETED Supplemental and Concentration \$3,500</p>	<p>ESTIMATED ACTUAL Supplemental and Concentration \$3,500</p>	
Action	9		
Actions/Services	<p>PLANNED Continue Parent Institute for Quality Education (PIQE). Training will be for elementary school parents</p>	<p>ACTUAL PIQE was offered in the fall at the elementary school.</p>	
Expenditures	<p>BUDGETED Migrant Education \$3,000 Supplemental and Concentration \$7,000</p>	<p>ESTIMATED ACTUAL Migrant Education \$3,000 Supplemental and Concentration \$5,938</p>	
Action	10		
Actions/Services	<p>PLANNED Provide classroom space for CCOE to offer adult ESL classes in the evenings</p>	<p>ACTUAL Classroom space was provided to CCOE for the ESL classes.</p>	

Expenditures	BUDGETED	ESTIMATED ACTUAL
	In-kind \$850	0

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and services for this goal have been implemented as planned with the exception of providing a parent training for accessing the parent portal because information sheets were sent home instead and parents attending the Sacramento State Academy Orientation due to the fact that it is not offered until the middle of June. All of the actions/services were continued or maintained from the previous year except for the providing classroom space for adult ESL classes.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parent graduation from the PIQE program has been at least 30-40 parents each year taking part in the 11 week classes. There has been an increase in the number of parents who now have access rights to the student information system for students of high school and middle school. Communication to parents is done through various methods including phone calls, emails and push notifications on the district App. School sites keep their websites current with up-to-date information. Communication to parents is either in English or Spanish based on parents preference.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action/Service #2 - More training time was budgeted than was actually needed for teachers to become competent in using the system. Action/Service #7 - Students did not attend an orientation so there was not a need to transport the parents.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Changes to Expected Outcomes and Metrics:</p> <p>For the 2017/18 LCAP the district will be measuring parent participation by tracking attendance at advisory committee meetings to meet the requirement of 'seeking input in school/district decision making'. For 'promoting participation in programs', the district will track the number of trainings or workshops offered for parents/guardians that are linked to student learning and/or social-emotional development and growth. The previously listed outcomes and metrics from the 2016/17 LCAP will not be utilized any longer.</p> <p>Changes to Actions/Services from 2016/17 LCAP to 2017/18 LCAP:</p> <p>Deleting Action/Service #2 because the teachers have been trained. Deleting Action/Service # 7 because students are receiving orientation at the school versus going to the college campus.</p>

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Pierce Joint Unified School District embraces the process of stakeholder engagement and appreciates the input and discussions regarding the LCAP that come from these meetings.

11/8/16 Administrative Team meeting with Superintendent
 12/13/16 Administrative Team meeting with Superintendent
 2/6/17 District English Learner Advisory Committee (DELAC) meeting with Superintendent
 2/7/17 District Advisory Committee (DAC) meeting with Superintendent
 2/8/17 Pierce High School staff meeting for LCAP input
 2/8/17 Pierce High School School Site Council meeting with principal for LCAP input
 2/9/17 School Site Council meeting at Grand Island with site principal
 3/17/17 Johnson Jr. High Staff reviewed CA Data Dashboard during staff development day
 3/22/17 Board of Trustees and administrators reviewed the CA Data Dashboard and the Annual Update. Input to the LCAP for 17/18 was given.
 3/29/17 Arbuckle Elementary and Grand Island Elementary Staff reviewed CA Data Dashboard during staff development time
 4/3/17 Johnson Jr. High School Site Council reviewed CA Dashboard Data and gave input to LCAP
 4/18/17 Parent, staff stakeholder meeting, including CSEA union, reviewed annual update, CA Dashboard Data and input into LCAP development
 4/18/17 Arbuckle Elementary School Site Council reviewed CA Dashboard Data and gave input for next year's LCAP
 4/19/17 Met with Pierce High School students from Leadership Class to review annual update and seek input into next year's LCAP
 4/20/17 Grand Island School Site Council reviewed CA Dashboard Data and gave input into LCAP for following year.
 5/2/17 DELAC meeting with Superintendent
 6/15/17 DAC meeting with Superintendent
 6/22/17 Public Hearing of LCAP and LCFF at regularly scheduled board meeting
 6/26/17 Board approval of LCAP and LCFF at regularly scheduled board meeting

Community Engagement - The following groups were actively involved in the LCAP development process:

Parents: Principals presented the Annual Update progress during the year at School Site Council Meetings and English Learner Advisory Committee meetings. California Data Dashboard information was presented to the groups and input for the 17/18 LCAP was sought.

District English Language Advisory Committee: Superintendent met two times during the year with this committee. The first meeting was sharing progress on current year's LCAP. Second meeting was to present Annual Update to the group, California Dashboard Data for the district and to seek input for 17/18 LCAP.

Administrative Staff: At administrative team meetings the group checked progress of LCAP and worked on Annual Update. They dissected the district data from the California Data Dashboard. Input was given by the group as the LCAP was being developed.

Students: Superintendent met with the students in a leadership class at the high school. The Annual Update was shared and input was given by the students.

Teachers, including teachers from the local bargaining unit: Principals at all sites presented the Annual Update to the teachers. At a later date they presented the California Data Dashboard for the district and their specific sites. Teachers were given the opportunity to give input into the 17/18 LCAP.

Classified Staff including local bargaining unit members: Annual Update was reviewed along with data from the state in regards to the district. Input was sought for the development

of the 17/18 LCAP.

Board of Trustees: LCAP updates were part of the regular board meetings. During an administrative planning day, the board was presented with the California Data Dashboard information from the district. The Annual Update was reviewed and input for the 17/18 LCAP was given.

District Advisory Committee: Met with Superintendent to review progress on the current year's LCAP in February. These members are also part of each of the schools' site councils so they were able to give input there. In June this group met to review the draft LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Discussions and feedback were based on (1) what is already in place that needs to continue, (2) what is already in place that needs to be improved, (3) what can be eliminated, and (4) ideas for adding actions/services that are not already included in the LCAP.

Ideas that emerged from the different stakeholder groups included; improving math scores, focusing on Next Generation Science Standards and curriculum for those standards, continuing with instructional coaches, adding additional sections of English at the high school level, supporting the implementation of full-day kindergarten, furthering class size reduction, continuing college-going mindset, supporting clubs, sports and enrichment activities, strengthen vertical articulation between schools, offer reading incentives at the middle school, dividing PE time for more balanced class sizes, continuing credit recovery at the high school level through computer programs, deeper implementation of ELA curriculum

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. Hiring para-educators to support the implementation of full-day kindergarten
2. Hiring 6th grade teacher to reduce class size for large student cohort group next year
3. Ensuring each site has one PE teacher on campus all day to balance class sizes for core courses and hiring campus supervisor(s) to supervise locker rooms when only one PE teacher is available and two locker rooms need supervising
4. Purchasing 6th grade math that articulates from the K-5 program
5. Providing staff development specific to language arts and the newly adopted curriculum

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Pierce Joint Unified School District students will graduate high school college and career ready.

[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

2015/16 California Dashboard Data for English Language Arts Academic Indicator - Status & Change

District Data:
 All students - status: low, 24.5 points below level 3; change:maintained, .04 points
 English Learners - status: low, 45.1 points below level 3; change: maintained, 1.8 points
 Socioeconomically Disadvantaged - status: low, 40.2 points below level 3; change: low, declined -1.1 points
 Students with Disabilities - status: very low, 98.5 points below level 3; change: maintained 3.1 points
 Hispanic - status: low, 36.4 points below level 3; change: maintained -0.7

Johnson Jr. High Data:
 All students - status: low, 13.6 points below level 3; change: maintained, 6 points
 English Learners - status: low, 36.4 points below level 3; change: increased, 8.1 points
 Socioeconomically Disadvantage - status: low, 28.3 points below level 3; status: maintained, 4.5 points
 Students with Disabilities - status: very low, 94.3 points below level 3; change: increased significantly, 23.1 points
 Hispanic - status: low, 23.7 points below level 3; change: maintained, 4.5 points
 White - status: high, 13.7 points above level 3; change: declined, -2.7 points

Arbuckle Elementary Data:
 All students - status: low, 32.2 points below level 3;change: declined 5.8 points
 English Learners - status: low, 50 points below level 3; change: declined: 2.9 points
 Socioeconomically Disadvantaged: status: low, 48.6 points below level 3; change: declined, 6 points
 Students with Disabilities - status: very low, 106.8 points below level 3; change: declined significantly 24.6 points
 Hispanic - status: low, 45.3 points below level 3; change: declined 4 points

2015/16 College and Career Indicator (local indicator) Distance from level 3 ELA for grade 11 on CAASPP
 26.1 points below level 3 (status only)

2015/16 California Dashboard Data for Math Indicator - Status & Change

District Data:
 All students - status: low 41.1 points below level 3; change: declined, 8.2 points

English Learners - status: low, 56.5 points below level 3; change: declined 6 points
 Socioeconomically Disadvantaged - status: low, 54 points below level 3; change: declined -7.7 points
 Students with disabilities - status: very low, 121.3 points below level 3; change: declined significantly, 25.5 points
 Hispanic - status: low, 49.7 points below level 3; change: declined 7.1 points
 White - status: medium, 8.9 points below level 3; change: declined significantly 10.6 points

Johnson Jr. High Data:

All students - status: low, 56.4 points below level 3; change: declined significantly, 12.2 points
 English Learners - status: low, 77.3 points below level 3, change: declined, 6.8 points
 Socioeconomically Disadvantages - status: low, 69.7 points below level 3; change: declined 10 points
 Students with Disabilities - status: very low, 151 points below level 3; change: declined significantly, 16.2 points
 Hispanic - status: low, 66.5 points below level 3; change: declined significantly, 12.6 points
 White - status: medium, 23.2 points below level 3; change: declined significantly, 18.6 points

Arbuckle Elementary Data:

All students - status: medium, 22.5 points below level 3; change: declined, 1.3 points
 English Learners - status: low, 36.4 points below level 3; change: maintained, -.4 points
 Socioeconomically Disadvantaged - status: low, 36.8 points below level 3; change: declined, 2.8 points
 Students with Disabilities - status: low, 36.8 points below level 3; change: declined significantly, 29 points
 Hispanic - status: low, 31.7 points below level 3; change: maintained, .3 points

2015/16 College and Career Indicator (local indicator) Distance from level 3 math for grade 11 on CAASPP
 110 points below level 3 (status only)

2015/16 California Dashboard Data for English Learner Progress Indicator -
 Status: medium, 73%; Change: declined, 4.4%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Academic Indicator (Grades 3-8): English Language Arts	1. a. All Students: 24.5 points below level 3, maintained .4 b. English Learners: 45.1 points below level 3, maintained 1.8 c. Socioeconomically Disadvantaged: 40.2 points below level 3, maintained 1.1 d. Students with Disabilities: 98.5 points below level 3, maintained 3.1 e. Hispanic: 36.4 points below level 3, maintained .7 f. White: 13.6 points above level	1. a. All Students: decrease points below level 3 by 7 to 17.5 points below b. English Learners: decrease points below level 3 by 7 points to 38.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 33.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 88.5 points below e. Hispanic: decrease points below level 3 by 7 to 29.4 points below	1. a. All Students: decrease points below level 3 by 7 points to 10.5 points below b. English Learners: decrease points below level 3 by 7 points to 31.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 26.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 78.5 points below e. Hispanic: decrease points below level 3 by 7 points to 22.4 points below	1. a. All Students: decrease points below level 3 by 7 points to 3.5 points below b. English Learners: decrease points below level 3 by 7 points to 24.1 points below c. Socioeconomically Disadvantaged: decrease points below level 3 by 7 points to 19.2 points below d. Students with Disabilities: decrease points below level 3 by 10 points to 68.5 points below e. Hispanic: decrease points below level 3 by 7 points to 15.4 points below

<p>2. Academic Indicator (Grades 3-8): Math</p>	<p>3, maintained 3</p> <p>2. a. All Students: 41.1 points below level 3, declined 8.2 points b. English Learners: 56.5 points below level 3, declined 6 points</p> <p>c. Socioeconomically Disadvantaged: 54 points below level 3, declined 7.7 points</p> <p>d. Students with Disabilities: 121.3 points below level 3, declined 25.5 points</p> <p>e. Hispanic: 49.7 points below level 3, declined 7.1 points f. White: 8.9 points below level 3, declined 10.6 points</p>	<p>f. White: increase points above level 3 by 5 to 18.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 36.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 51.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 49 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 116.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 44.7 points below level 3 f. White: decrease points below level 3 by 5 to 3.9 below level 3</p>	<p>f. White: increase points above level 3 by 3 to 21.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 31.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 46.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 44 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 111.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 39.7 points below level 3 f. White: decrease points below level 3 by 5 to 2 points above level 3</p>	<p>f. White: increase points above level 3 by 3 to 24.6 points above</p> <p>2. a. All Students: decrease points below level 3 by 5 to 26.1 points below level 3 b. English Learners: decrease points below level 3 by 5 to 41.5 points below level 3 c. Socioeconomically Disadvantaged: decrease points below level 3 by 5 to 39 points below level 3 d. Students with Disabilities: decrease points below level 3 by 5 to 106.3 points below level 3 e. Hispanic: decrease points below level 3 by 5 to 34.7 points below level 3 f. White: increase points above level 3 by 5 to 7 points above level 3</p>
<p>3. College/Career Indicator</p>	<p>3. ELA - All Students (grade 11): 26.1 points below level 3, declined 13.4 points</p> <p>Math - All Students (grade 11): 110.5 points below level 3, declined 25 points</p> <p>Advanced Placement Passage Rate 48.6% (15/16)</p> <p>EAP Passage rate: ELA - 10.5% (15/16) Math - 1.9% (15/16)</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 19.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 105.5 points below level 3 Advanced Placement Passage Rate: increase to 52%</p> <p>EAP Passage rate: ELA- 15% Math - 7%</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 12.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 100.5 points below level 3 Advanced Placement Passage Rate: increase to 56%</p> <p>EAP Passage rate: ELA- 20% Math - 12%</p>	<p>3. ELA - All students: decrease points below level 3 by 7 to 5.1 points below level 3 Math - All Students: decrease points below level 3 by 5 to 95.5 points below level 3 Advanced Placement Passage Rate: increase to 60%</p> <p>EAP Passage rate: ELA- 25% Math - 17%</p>
<p>4. English Learner Progress Indicator which includes CELDT data and Reclassification rate data</p>	<p>4. Status: 73% Change: Decline 4.4%</p> <p>Reclassification Rate: 10.2% (15/16)</p>	<p>4. Increase to 75%</p> <p>Reclassification Rate: increase to 15%</p>	<p>4. Data will be unavailable due to change in assessment to ELPAC Reclassification Rate: increase to 20%</p>	<p>4. Data will be unavailable due to change in assessment to ELPAC Reclassification Rate: increase to 25%</p>
<p>5. Graduation Rate Indicator</p>	<p>5. Status: 100%</p> <p>6. Maintain 'met' - Students have</p>	<p>5. Maintain > or = 95%</p>	<p>5. Maintain > or = 95%</p> <p>6. Maintain 'met'</p>	<p>5. Maintain > or = 95%</p> <p>6. Maintain 'met'</p>

<p>6. LCFF Priority 1: Basic (Availability of Textbooks, and Correctly Assigned Teachers)</p> <p>7. LCFF Priority 2: Implementation of State Academic Standards</p> <p>8. LCFF Priority 7: Access to a Broad Course of Study</p> <p>9. LCFF priority 8: Outcomes in a Broad Course of Study</p>	<p>textbooks and teachers are appropriately credentialed</p> <p>7. Maintain 'met' - school sites surveyed on level of implementation for all content areas</p> <p>8. Maintain 'met' - All students, including unduplicated pupils and students with exceptional needs have access to core content classes, CTE classes and electives</p> <p>9. CTE Pathway completers: 89% (15/16)</p>	<p>6. Maintain 'met'</p> <p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>	<p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>	<p>7. Maintain 'met'</p> <p>8. Maintain 'met'</p> <p>9. CTE Pathway completers: maintain at 85% or higher</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:</p>

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain .5 ELD teacher at GI, additional .5 ELD teacher at AES and full time ELD teacher at JJH

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$96,314

Source Supplemental and Concentration

Amount \$56,319

Source Title I

Amount \$56,319

Source Title III

2018-19

Amount

Source

Amount

Source Title I

Amount

Source

2019-20

Amount

Source

Amount

Source

Amount

Source

Action **2**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: GI Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain additional para-educator at GI

BUDGETED EXPENDITURES

2017-18

Amount \$17,238

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source Supplemental and Concentration

Action 3

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: AES Specific Grade spans: TK

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Maintain para-educator for TK classroom		
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$21,790	Amount:	Amount:
Source: Supplemental and Concentration	Source:	Source:

Action 4

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>JJH</u> <input checked="" type="checkbox"/> Specific Grade spans: <u>6</u>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Hire additional 6th grade teacher to maintain smaller class sizes	teacher no longer needed because smaller student cohort	teacher no longer needed because smaller student cohort
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BUDGETED EXPENDITURES

2017-18

Amount	\$79,428
Source	Supplemental and Concentration

2018-19

Amount	\$0
Source	

2019-20

Amount	\$0
Source	

Action **5**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>		
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:	

OR

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

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

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

Hire 2 four hour/day para-educators for extended day kindergarten

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BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount
 Source

Amount
 Source

Amount
 Source

Action 6

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain agriculture/wood fabrication program as a CTE course

BUDGETED EXPENDITURES

2017-18

Amount
 Source

2018-19

Amount
 Source

2019-20

Amount
 Source

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain computer technology technician to provide training to teachers and to maintain equipment

BUDGETED EXPENDITURES

2017-18

Amount	\$34,245
Source	Supplemental and Concentration
Amount	\$34,245
Source	Base

2018-19

Amount	
Source	
Amount	
Source	Base

2019-20

Amount	
Source	
Amount	
Source	

Action **8**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain TK-12 instructional coach

BUDGETED EXPENDITURES

2017-18

Amount \$96,633

Source Title I

2018-19

Amount

Source Title I

2019-20

Amount

Source

Action **9**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain teacher in order to have 5 class periods of support at the high school

BUDGETED EXPENDITURES

2017-18

Amount \$91,337

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **10**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: JJH Specific Grade spans:

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- OR**
- Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

Maintain computer/technology teacher for middle school

BUDGETED EXPENDITURES

2017-18

Amount \$ 98,100

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **11**

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

Students to be Served

- All
- Students with Disabilities

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: JJH, PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain college/career counseling technician to work with both high school and middle school students

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$51,610

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **12**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: JJH Specific Grade spans:

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ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain teachers for four class periods to teach Get Focused, Stay Focused middle school curriculum at 8th grade and Life Skills class at 7th grade

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BUDGETED EXPENDITURES

2017-18

Amount \$49,829
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **13**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: AES Specific Grade spans: TK-3, 5

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain TK-3 Class Size Reduction (CSR) & additional 5th grade teacher for smaller class sizes

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$218,602

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **14**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain teacher salary and health benefits increased in

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

14/15 to retain experienced and qualified staff

BUDGETED EXPENDITURES

2017-18

Amount \$406,152

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **15**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: JJH, PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Balance class sizes throughout the day at middle school by having one full-time PE teacher there all day versus having two half-time people there at the same time. This change requires hiring a campus supervisor for locker room supervision for PE class(es) at high school.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Amount	Amount	Amount
Source	Source	Source
Base	Base	

Action **16**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom and English Learner engagement strategies		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
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Amount

Source

Amount

Source

Amount

Source

Action 17

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain three additional staff development days added to certificated calendar

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Source

2018-19

Amount

Source

2019-20

Amount

Source

Action **18**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to use Edvivate as an online resource tool for staff development and instructional feedback

BUDGETED EXPENDITURES

2017-18

Amount \$ 13,495
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **19**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue Professional Learning Communities during Wednesday staff development time by grade level and department with an emphasis on instructional planning and delivery of the state academic content standards, formative assessment, and data analysis. Provide time for vertical articulation between schools by content area. e.g. 7-12 math, ELA, science, social science, computers

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$201,852
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **20**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide training and coaching on state academic content standards in the following areas: NGSS, ELD/ELA, math, history/social science, CTE, Health Education, PE, visual and performing arts. Continue to train teachers on the digital library and utilization of the Interim Assessment Blocks (IAB). Continue technology integration training including the use of technology in regards to formative assessment. Pay for training of beginning teachers to clear their credentials through the Tri-County Induction Program

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$132,185
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **21**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to hire regular day teachers to provide tutoring and instruction after school

BUDGETED EXPENDITURES

2017-18

Amount \$27,212
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Amount \$17,038
Source After School Education and Safety (ASES)

Amount
Source

Amount
Source

Action **22**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide summer school instruction four hours/day for 15 days for grades K-12

BUDGETED EXPENDITURES

2017-18

Amount \$35,098

Budget Reference Migrant Ed

Amount \$32,483

Source Supplemental and Concentration

2018-19

Amount

Budget Reference

Amount

Source

2019-20

Amount

Budget Reference

Amount

Source

Action **23**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: JJH/PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide opportunity for high school students to attend Sacramento State Summer Academies, paying for registration and transportation.
Provide career/college exploration field trip opportunities for middle school students offered through nearby colleges

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$25,030
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **24**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue transportation for late bus route to Dunnigan, College City and Grimes to allow students to extend school day as needed.
Continue transportation for Grand Island After School Program.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$25,688
Source Supplemental and Concentration

2018-19

Amount
Source

2019-20

Amount
Source

Action **25**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: PHS Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue partnership with Woodland community college for dual enrollment courses for students at high school and purchase necessary curriculum

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **26**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain and remain current with 1:1 technology devices for student access to technology while following a 20-25% replacement rotation each year with Chromebooks. Purchase Chromebooks for 2 additional Kindergarten classrooms. Maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs

2018-19

New Modified Unchanged

Maintain and remain current with 1:1 technology devices for student access to technology while following a 20-25% replacement rotation each year with Chromebooks. Maintain teacher's classroom technology tools such as iPads, document cameras, Apple TVs

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount
Source

2018-19

Amount
Source

2019-20

Amount
Source

Action **27**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: AES/GI Specific Grade spans:

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- OR**
- Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

Continue utilizing Illuminate as student assessment data information system, grading system and report cards for grades TK-5

BUDGETED EXPENDITURES

2017-18

Amount \$8,173

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **28**

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

Students to be Served

- All
- Students with Disabilities
-

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide
- Schoolwide
- OR**
- Limited to Unduplicated Student Group(s)

Location(s)

- All Schools
- Specific Schools:
- Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

Continue licensing of Northwest Evaluation Association (NWEA) and Measures of Academic Progress (MAP) for assessment data usage

BUDGETED EXPENDITURES

2017-18

Amount \$22,065

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **29**

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

Students to be Served

- All
- Students with Disabilities

Location(s)

- All Schools
- Specific Schools: PHS
- Specific Grade spans:

OR

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

Students to be Served

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Pay Advanced Placement (AP) exam fees for students taking AP classes

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$10,174

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **30**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Purchase curriculum materials for two brand-new classrooms for extended day Kindergarten
 Purchase curriculum for brand-new sixth grade classroom
 Purchase sixth grade math curriculum aligned to K-5 program
 Continue to purchase computer class curriculum at middle school
 Purchase Get Focused, Stay Focused and Life Skills Curriculum for middle school

2018-19

New Modified Unchanged

Purchase State Academic Standard aligned curriculum for science
 Continue to purchase computer class curriculum at middle school
 Continue to purchase Get Focused, Stay Focused and Life Skills curriculum for middle school

2019-20

New Modified Unchanged

Purchase State Academic Standard aligned curriculum for social science
 Continue to purchase computer class curriculum at middle school
 Continue to purchase Get Focused, Stay Focused and Life Skills curriculum for middle school

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **31**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue software subscriptions and licensing for ST Math, Compass Learning, iXL math, Edmentum for intervention and credit recovery where applicable

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$15,690

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **32**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue license for curriculum for special education students

BUDGETED EXPENDITURES

2017-18

Amount \$5.100

Source Supplemental and Concentration

2018-19

Amount

Source

2019-20

Amount

Source

Action **33**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to increase site library collections and replace obsolete or damaged materials as needed.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$5,000

Source Lottery

2018-19

Amount

Source Lottery

2019-20

Amount

Source

Action **34**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: AES Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide breakfast in the classroom for all Transitional

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Kindergarten and Kindergarten students. Provide free meals to students qualifying for reduced priced meals.

BUDGETED EXPENDITURES

2017-18

Amount	\$28,448
Source	Base

2018-19

Amount	
Source	Base

2019-20

Amount	
Source	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Suspension Rate District-wide:
 Students with Disabilities: Very High status 9.2%, Declined change -.7%

Suspension Rate at high school:
 English Learners: Very High status 13%, Increased Significantly change +3.5%
 White: High status 8.4%, Increased Significantly change +3.3%

Chronic Absenteeism Rate: 6%

Healthy Kids Survey: 21% of 5th graders 'feel safe at school' (15/16 data)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. LCFF Priority 1: Basic (Adequate Facilities) 2. LCFF Priority 5: Chronic Absenteeism 3. State Suspension Rate Indicator 4. Attendance Rate 5. Middle-school dropout rate	1. 'Exemplar' facility rating based on FIT data for all school sites. 2. 6% Chronic absenteeism rate 3. 4.2% status, 1.9% decline - state Suspension Rate Indicator 4. 97% attendance rate 5. 0% middle-school dropout rate	1. Maintain 'Exemplar' rating 2. Decrease Chronic absenteeism rate to 5% 3. Decrease Suspension rate to 4% 4. Maintain 97% attendance rate 5. Maintain 0% middle school	1. Maintain 'Exemplar' rating 2. Maintain Chronic absenteeism rate at 5% or less 3. Decrease Suspension rate by .3% to 3.7% 4. Maintain 97% attendance rate 5. Maintain 0% middle school dropout	1. Maintain 'Exemplar' rating 2. Maintain Chronic absenteeism rate at 5% or less 3. Decrease Suspension rate by .3% to 3.4% 4. Maintain 97% attendance rate 5. Maintain 0% middle school

<p>6. LCFF Priority 6: School Climate Healthy Kids Survey Data</p> <p>7. District Expulsion Rate 8. High School Dropout Rate</p>	<p>6. * 21% of 5th graders on the HKS agree or strongly agree that they feel they are part of the school *81% of 7th graders on the HKS agree or strongly agree that they feel they are part of the school *62% of 9th graders on the HKS agree or strongly agree that they feel they are part of the school *48% of 11th graders on the HKS agree or strongly agree that they feel they are part of the school *81% of 5th graders on the HKS agree or strongly agree that they feel safe at school *82% of 7th graders on the HKS agree or strongly agree that they feel safe at school *77% of 9th graders on the HKS agree or strongly agree that they feel safe at school *74% of 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. 0% Expulsion rate 8. .01% High School Dropout Rate</p>	<p>dropout 6. *Increase to 30% 5th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 85% 7th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 67% 9th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 53% 11th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 84% 5th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 85% 7th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 79% 9th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 79% 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. Maintain Expulsion rate at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>	<p>6. Not Applicable</p> <p>7. Maintain at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>	<p>dropout 6. * Increase to 35% 5th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 87% 7th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 70% 9th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 58% 11th graders on the HKS agree or strongly agree that they feel they are part of the school *Increase to 86% 5th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 87% 7th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 81% 9th graders on the HKS agree or strongly agree that they feel safe at school *Increase to 81% 11th graders on the HKS agree or strongly agree that they feel safe at school</p> <p>7. Maintain Expulsion rate at 2% or less 8. Maintain High School Dropout Rate at 2% or less</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain prevention/intervention counselor. Hire an additional prevention/intervention counselor focusing on attendance, alternatives to suspensions and freshmen with failing grades.

2018-19

New Modified Unchanged

Maintain two prevention/intervention counselors

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$111,279

Source Supplemental and Concentration

Amount \$107,858

Source Other

Budget Reference Learning Communities for Schools Grant

2018-19

Amount \$ 113,505

Source Supplemental

Amount \$110,015

Source Other

Budget Reference Learning Communities for Schools Grant

2019-20

Amount

Source

Amount

Source

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: AES Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain campus supervisor position for students waiting for late bus route

BUDGETED EXPENDITURES

2017-18

Amount \$1,214
Source After School Education and Safety (ASES)

2018-19

Amount \$
Source

2019-20

Amount
Source

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: AES Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged New Modified Unchanged New Modified Unchanged

Maintain full-time elementary vice-principal for student support

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$146,693	Amount		Amount	
Source	Base	Source		Source	

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: PHS Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain ROP/CTE teachers

BUDGETED EXPENDITURES

2017-18

Amount \$122,852

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: AES Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain one full-time Physical Education Teacher to ensure PE minutes

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$71,498

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **6**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

--	--

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain part-time nurse and part-time health aide

BUDGETED EXPENDITURES

2017-18

Amount \$39,272

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **7**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: PHS Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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Maintain music position at PHS		
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BUDGETED EXPENDITURES

2017-18

Amount \$ 71,499

Source Base

2018-19

Amount \$

Source

2019-20

Amount

Source

Action **8**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain facility services at school sites which include an additional 1.5 hours to overall classified custodial staff time in the 15/16 school year

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$6,669	Amount:	Amount:
Source: Base	Source:	Source:

Action 9

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Maintain extra-curricular funding and funding for school clubs and activities for academic enrichment		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$12,000	Amount:	Amount:

Source	Base	Source		Source	
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Action **10**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

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

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Continue to purchase musical instruments for new music classes

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$20,000

Source Other

Budget Reference Donation

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Action **11**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain video camera systems on buses and at school sites. Purchase new cameras as needed

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$4,000

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Engaging parents of English Learners and Low Income parents is a challenge for the district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. LCFF Priority 3: Parent Engagement	1a. Offer Parent Institute for Quality Education (PIQE) workshops or 4 other parent trainings yearly for parents of all students including unduplicated and those with exceptional needs 1b. Maintain District English Learner Advisory Committee (DELAC) parent meeting attendance at 15 or more parents per meeting	1a. PIQE workshops or 4 other parent trainings offered 1b. 15 parents or more attended DELAC meeting	1a. PIQE workshops or 4 other parent trainings offered 1b. 15 parents or more attended DELAC meeting	1a. PIQE workshops or 4 other parent trainings offered 1b. 15 parents or more attended DELAC meeting

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue Edu-link contract to allow phone and email messaging to families. Continue with Mobile App for communication

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$ 3,500

Source Supplemental and Concentration

Amount \$4,200

Source Base

2018-19

Amount \$

Source

Amount

Source

2019-20

Amount

Source

Amount

Source

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: JJH Specific Grade spans: 8

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Meet with parents of 8th graders to work on student's high school plan

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$2,771

Source Base

Amount \$

2018-19

Amount

Source

Amount \$

2019-20

Amount

Source

Amount

Action **3**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

School sites will seek parent input through surveys including the Healthy Kids Survey

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$500

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **4**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: JJH/PHS Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#)

- LEA-wide
- Schoolwide
- OR**
- Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools
- Specific Schools:
- Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

- New
- Modified
- Unchanged

2018-19

- New
- Modified
- Unchanged

2019-20

- New
- Modified
- Unchanged

Continue to provide parents with information on how to access the parent portal to monitor their child's grades and attendance

[BUDGETED EXPENDITURES](#)

2017-18

Amount \$600

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **5**

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

[Students to be Served](#)

- All
- Students with Disabilities

[Location\(s\)](#)

- All Schools
- Specific Schools: PHS
- Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners
- Foster Youth
- Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide high school parents with updated timelines each year of important dates and deadlines in relation to college and career entry

[BUDGETED EXPENDITURES](#)

2017-18

Amount 600

Source Base

2018-19

Amount

Source

2019-20

Amount

Source

Action **6**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue holding at least two District English Learner Advisory Committee (DELAC) meetings and two District Advisory Committee (DAC) meetings per year

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount
 Source

2018-19

Amount
 Source

2019-20

Amount
 Source

Action **7**

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

[Students to be Served](#) All Students with Disabilities Migrant

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue to offer Parent Institute for Quality Education (PIQE) workshops and/or other parent workshops

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount	\$6,202
Source	Supplemental and Concentration

2018-19

Amount	
Source	

2019-20

Amount	
Source	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$ 2,275,350

Percentage to Increase or Improve Services: 20.12%

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

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

Pierce Joint Unified School District has planned expenditures on a district-wide and school-wide basis due to the fact that our unduplicated student count is 70.90%. Because our English Learners and Low Income Students generate these dollars, those students will be targeted specifically for the planned services, but any student, regardless of whether or not they are an English Learner or Low Income Student, will be eligible for the service if the service is needed to improve academic and/or social and emotional needs that lead to the district meeting its goals. Services in the plan include: teacher training, academic intervention, technology-driven intervention resources, social-emotional and behavioral support, English Learner support, college and career readiness, parent involvement, class size reduction, extended learning time, assessment systems, and after school enrichment activities including transportation.

Pierce Joint Unified is expending the majority of its Supplemental and Concentrated funds district and school-wide as stated above with targeted students as a priority.

The following added services are planned for 2017/18:

- Hire additional 6th grade teacher
- Hire two new para-educators to support extended-day Kindergarten
- Hire campus supervisors for locker room supervision for PE to allow a PE teacher at the middle school all day to ensure balanced class sizes in all courses
- Purchase additional Chromebooks to accommodate the new kindergarten classrooms
- Hire a consultant to deliver staff development for Next Generation Science Standards
- Provide breakfast in the classroom for all Transitional Kindergartners and Kindergartners at Arbuckle Elementary

The following services that were added in previous years and are ongoing:

- Hire district-wide instructional coach (16/17)
- Create high school media center with online research resources (16/17)
- Add computer teacher to the middle school (16/17)
- Purchase curriculum to support Special Education classes (16/17)

- Add ELD teacher specifically for middle school for designated support (16/17)
- Offer college/career field trip opportunities to middle school students (16/17)
- Equip buses with video camera systems (16/17)
- Hire an additional music teacher (16/17)
- Hire a part-time nurse and part-time health clerk (16/17)
- One additional staff development day added for teachers to improve their content knowledge and instructional delivery (15-16)
- School sites reviewed and determined ELA curriculum adoption materials (15-16)
- Hired tutor to support students after school at the high school (15-16)
- Purchase additional library books at the elementary and middle schools to give students more variety and serve the reading level of all students (15-16)
- Strategic planning held for administrators to set the professional development path for teachers, including EL strategies (15-16)
- Hired .5 FTE to teach ELD at Arbuckle Elementary to have a total of 1.5 ELD teachers (15-16)
- Edvivate online teacher resource tool was implemented to assist teachers with continual improvement (15-16)
- AP exam costs began being paid by the district so that all students in an AP class will take the AP exam (15-16)
- 3 week summer school program for students not meeting proficiency (15-16)
- Purchased ST math subscriptions for grades TK-6 and 7 & 8 grade intervention licenses to build math concept knowledge (15-16)
- Purchased NWEA and MAP assessments to be able to gauge student progress throughout the school year (15-16)
- Hired college/career technician to support counselor; work with students and parents on goal setting and steps for college/career preparation beginning in middle school (15-16)
- Hired full-time elementary vice principal for student support (15-16)
- Hired additional PE teacher for smaller class sizes, and this increase created grade level collaboration time for planning because entire grade levels will have PE at the same time (15-16)
- Began College and Career Club program in grades 7 and 8. (15-16)
- Added band to 9th graders schedule as a course offering during 7th period (15-16)
- Trained parents on how to access new abi.net portal to allow them to see students' attendance and grades (15-16)
- Communicated with parents regarding high school requirements for students and college and career options for students (15-16)
- Created district App for Smart Phones as a means for parent communication (15-16)
- Offered Parent Institute for Quality Education (PIQE) workshops for parents on information regarding the schooling system (15-16)
- Teacher and administrative training on EL strategies, instructional strategies, assessment strategies, Common Core, STEM, NGSS and technology both on and off-site (14-15)
- Math Common Core materials being utilized (14-15)
- Utilization of Illuminate as assessment data information system (14-15)
- Para-educator time at Grand Island to support combination classrooms and high EL student population (14-15)
- .5 FTE for ELD teacher at Grand Island (14-15)
- Agriculture, wood fabrication class as a CTE course (14-15)
- Teachers hired for K-3 CSR and 5th grade teacher to keep class sizes lower (14-15)
- Purchase Chromebooks so that we are at 1:1 with devices in grades 2-12 (14-15)
- Technology employee maintains devices and provides teachers with training in the area of technology (14-15)
- Transportation for late bus route to extend school day for intervention participation (14-15)
- Two staff development days added to teacher calendar through negotiations (14-15)
- Salary and health benefits increase to retain trained, quality staff (14-15)

- Teacher induction paid by the district for beginning teachers (14-15)
- Full-time prevention/intervention counselor (14-15)
- Sacramento State Summer Academy tuition paid and transportation provided for 9-11 graders (14-15)
- Teachers provide intervention and instruction after school (14-15)
- School clubs and activities for academic enrichment (14-15)
- Campus supervisor position for students waiting to take the late bus (14-15)
- Para-professional for TK classroom (14-15)
- ROP/CTE courses (14-15)
- Parent college visit to Sacramento State (14-15)
- Edu-link messaging contract for parent communication (14-15)
- EL academic support periods at high school level (14-15)
- Reading Intervention Teacher at elementary school (14-15)
- EL support class provided by para-educator at kindergarten (14-15)

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

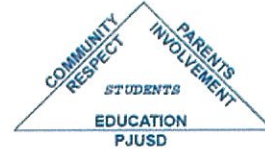
- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil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

Prepared by the California Department of Education, October 2016

Pierce Joint Unified School District

P.O. Box 239 • Arbuckle CA 95912 • (530) 476-2892 • Fax (530) 476-2289

Carol Geyer, Superintendent



2017/18 JOINT SUNSHINE PROPOSAL between the PIERCE JOINT UNIFIED SCHOOL DISTRICT and the PIERCE JOINT UNIFIED EDUCATORS ASSOCIATION

The Pierce Joint Unified School District (“District”) and the Pierce Joint Unified Educators Association (“PJUEA”) have met and agreed to sunshine the following items of the collective bargaining agreement for 2017/18.

- Compensation/Health Benefits
- Contract Language
- Appendix D-Calendar

Board of Trustees: Abel Gomez • John Friel • Nadine High • George Green • Amy Charter
President Vice-President Clerk Member Member

Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	104
Mean RIT	150.2
Standard Deviation	17.4
District Grade Level Mean RIT	149.8
Students At or Above District Grade Level Mean RIT	49
Norm Grade Level Mean RIT	159.1
Students At or Above Norm Grade Level Mean RIT	28

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	51	49%	18	17%	9	9%	16	15%	10	10%	148-150-152	17.4
Goal Area												
Operations and Algebraic Thinking	50	48%	17	16%	10	10%	12	12%	15	14%	148-150-152	18.7
Number and Operations	43	41%	20	19%	19	18%	11	11%	11	11%	149-151-153	17.8
Measurement and Data	53	51%	21	20%	12	12%	7	7%	11	11%	146-148-150	17.5
Geometry	45	43%	16	15%	15	14%	15	14%	13	13%	150-152-154	21

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

* This data is not available for reporting. Please refer to help and documentation for more information.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	103
Mean RIT	150.2
Standard Deviation	14.3
District Grade Level Mean RIT	149.7
Students At or Above District Grade Level Mean RIT	46
Norm Grade Level Mean RIT	158.1
Students At or Above Norm Grade Level Mean RIT	22

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	47	46%	28	27%	9	9%	7	7%	12	12%	149-150-152	14.3
Goal Area												
Foundational Skills	47	46%	28	27%	7	7%	10	10%	11	11%	148-149-151	15.9
Language and Writing	47	46%	25	24%	10	10%	10	10%	11	11%	148-150-151	14
Literature and Informational	41	40%	21	20%	12	12%	15	15%	14	14%	150-152-153	15.9
Vocabulary Use and Functions	42	41%	27	26%	12	12%	12	12%	10	10%	148-150-152	15.9

Explanatory Notes

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Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	6
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	149.8
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	159.1
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	4	67%	1	17%	0	0%	1	17%	0	0%	*	*
Goal Area												
Operations and Algebraic Thinking	3	50%	2	33%	0	0%	1	17%	0	0%	*	*
Number and Operations	3	50%	2	33%	0	0%	1	17%	0	0%	*	*
Measurement and Data	5	83%	0	0%	1	17%	0	0%	0	0%	*	*
Geometry	4	67%	0	0%	0	0%	0	0%	2	33%	*	*

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term. Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	6
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	149.7
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	158.1
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	3	50%	2	33%	1	17%	0	0%	0	0%	*	*
Goal Area												
Foundational Skills	2	33%	3	50%	0	0%	1	17%	0	0%	*	*
Language and Writing	3	50%	2	33%	1	17%	0	0%	0	0%	*	*
Literature and Informational	4	67%	1	17%	0	0%	1	17%	0	0%	*	*
Vocabulary Use and Functions	3	50%	3	50%	0	0%	0	0%	0	0%	*	*

Explanatory Notes

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Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	84
Mean RIT	185.9
Standard Deviation	13.4
District Grade Level Mean RIT	185.1
Students At or Above District Grade Level Mean RIT	44
Norm Grade Level Mean RIT	180.8
Students At or Above Norm Grade Level Mean RIT	56

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	7	8%	11	13%	19	23%	25	30%	22	26%	184-186-187	13.4
Goal Area												
Operations and Algebraic Thinking	9	11%	19	23%	17	20%	27	32%	12	14%	182-184-185	12.6
Number and Operations	9	11%	9	11%	13	15%	30	36%	23	27%	184-185-187	13.1
Measurement and Data	9	11%	17	20%	17	20%	21	25%	20	24%	182-184-186	15.2
Geometry	7	8%	9	11%	19	23%	18	21%	31	37%	188-190-192	18.6

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	84
Mean RIT	179.1
Standard Deviation	13.9
District Grade Level Mean RIT	177.8
Students At or Above District Grade Level Mean RIT	47
Norm Grade Level Mean RIT	177.5
Students At or Above Norm Grade Level Mean RIT	47

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	10	12%	21	25%	17	20%	19	23%	17	20%	178-179-181	13.9
Goal Area												
Foundational Skills	11	13%	16	19%	14	17%	15	18%	28	33%	181-183-185	18
Language and Writing	15	18%	19	23%	17	20%	18	21%	15	18%	175-177-178	15
Literature and Informational	13	15%	14	17%	24	29%	24	29%	9	11%	176-178-179	13.5
Vocabulary Use and Functions	12	14%	19	23%	21	25%	17	20%	15	18%	176-178-180	14.2

Explanatory Notes

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Grade Report

Grade 1

Term: Spring 2016-2017
District: Pierce Joint Unified School District
School: Grand Island Elementary

Norms Reference Data: 2015
Weeks of Instruction: 32 (Spring 2017)
Grouping: None
Small Group Display: No

Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	178.7
Standard Deviation	19.7
District Grade Level Mean RIT	185.1
Students At or Above District Grade Level Mean RIT	4
Norm Grade Level Mean RIT	180.8
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	3	30%	0	0%	3	30%	1	10%	3	30%	172-179-185	19.7
Goal Area												
Operations and Algebraic Thinking	1	10%	3	30%	0	0%	2	20%	4	40%	181-185-189	11.9
Number and Operations	3	30%	0	0%	1	10%	2	20%	4	40%	173-180-187	21.8
Measurement and Data	3	30%	1	10%	3	30%	0	0%	3	30%	161-171-181	30.1
Geometry	3	30%	0	0%	1	10%	5	50%	1	10%	171-178-184	20.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	10
Mean RIT	166.7
Standard Deviation	13.7
District Grade Level Mean RIT	177.8
Students At or Above District Grade Level Mean RIT	2
Norm Grade Level Mean RIT	177.5
Students At or Above Norm Grade Level Mean RIT	2

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	4	40%	3	30%	2	20%	0	0%	1	10%	162-167-171	13.7
Goal Area												
Foundational Skills	4	40%	0	0%	4	40%	1	10%	1	10%	164-169-174	15.4
Language and Writing	6	60%	3	30%	0	0%	1	10%	0	0%	158-162-166	10.9
Literature and Informational	4	40%	2	20%	2	20%	1	10%	1	10%	163-168-174	16.1
Vocabulary Use and Functions	3	30%	3	30%	2	20%	1	10%	1	10%	163-168-173	16.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	94
Mean RIT	202.7
Standard Deviation	16
District Grade Level Mean RIT	201.3
Students At or Above District Grade Level Mean RIT	55
Norm Grade Level Mean RIT	192.1
Students At or Above Norm Grade Level Mean RIT	72

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	7	7%	10	11%	10	11%	16	17%	51	54%	201-203-204	16
Goal Area												
Operations and Algebraic Thinking	9	10%	15	16%	21	22%	20	21%	29	31%	195-197-198	15.1
Number and Operations	11	12%	5	5%	9	10%	19	20%	50	53%	202-204-206	16.5
Measurement and Data	9	10%	7	7%	15	16%	18	19%	45	48%	201-203-205	18
Geometry	8	9%	8	9%	12	13%	12	13%	54	57%	205-207-210	19.9

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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* This data is not available for reporting. Please refer to help and documentation for more information.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	94
Mean RIT	189
Standard Deviation	13.4
District Grade Level Mean RIT	187.8
Students At or Above District Grade Level Mean RIT	53
Norm Grade Level Mean RIT	188.7
Students At or Above Norm Grade Level Mean RIT	49

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	17	18%	15	16%	22	23%	21	22%	19	20%	188-189-190	13.4
Goal Area												
Foundational Skills	16	17%	12	13%	14	15%	24	26%	28	30%	192-193-195	17.5
Language and Writing	15	16%	16	17%	23	24%	24	26%	16	17%	188-189-191	14.6
Literature and Informational	17	18%	20	21%	24	26%	18	19%	15	16%	187-188-190	13.9
Vocabulary Use and Functions	18	19%	19	20%	26	28%	24	26%	7	7%	184-186-187	13.8

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term. Due to statistical unreliability, summary data for groups of less than 10 are not shown.
* This data is not available for reporting. Please refer to help and documentation for more information.
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Mathematics

MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	4
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	201.3
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	192.1
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math Primary Grades CA 2010 / CA Common Core Mathematics K-12: 2010	3	75%	0	0%	1	25%	0	0%	0	0%	*	*
Goal Area												
Operations and Algebraic Thinking	3	75%	0	0%	1	25%	0	0%	0	0%	*	*
Number and Operations	1	25%	2	50%	1	25%	0	0%	0	0%	*	*
Measurement and Data	2	50%	1	25%	1	25%	0	0%	0	0%	*	*
Geometry	3	75%	1	25%	0	0%	0	0%	0	0%	*	*

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	4
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	187.8
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	188.7
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading Primary Grades CA 2010 / CA Common Core English Language Arts K-12: 2010	3	75%	0	0%	1	25%	0	0%	0	0%	*	*
Goal Area												
Foundational Skills	3	75%	0	0%	0	0%	1	25%	0	0%	*	*
Language and Writing	3	75%	1	25%	0	0%	0	0%	0	0%	*	*
Literature and Informational	3	75%	0	0%	1	25%	0	0%	0	0%	*	*
Vocabulary Use and Functions	3	75%	0	0%	1	25%	0	0%	0	0%	*	*

Explanatory Notes

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	106
Mean RIT	198.1
Standard Deviation	15.1
District Grade Level Mean RIT	198.4
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	203.4
Students At or Above Norm Grade Level Mean RIT	41

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	33	31%	22	21%	18	17%	23	22%	10	9%	197-198-200	15.1
Goal Area												
Operations and Algebraic Thinking	35	33%	18	17%	19	18%	21	20%	13	12%	196-198-199	17.9
Number and Operations	34	32%	24	23%	24	23%	18	17%	6	6%	195-197-198	14.9
Measurement and Data	38	36%	17	16%	16	15%	26	25%	9	8%	196-198-199	16.1
Geometry	26	25%	22	21%	21	20%	24	23%	13	12%	199-200-202	16.3

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	191.6
Standard Deviation	16.9
District Grade Level Mean RIT	191.7
Students At or Above District Grade Level Mean RIT	55
Norm Grade Level Mean RIT	198.6
Students At or Above Norm Grade Level Mean RIT	38

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	41	39%	18	17%	18	17%	14	13%	14	13%	190-192-193	16.9
Goal Area												
Literature	37	35%	22	21%	15	14%	19	18%	12	11%	190-192-194	17.8
Informational Text	40	38%	16	15%	22	21%	14	13%	13	12%	189-191-193	18.4
Vocabulary Acquisition and Use	35	33%	26	25%	19	18%	15	14%	10	10%	190-191-193	16.6

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	9
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	198.4
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	203.4
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	3	33%	2	22%	2	22%	0	0%	2	22%	*	*
Goal Area												
Operations and Algebraic Thinking	3	33%	3	33%	1	11%	0	0%	2	22%	*	*
Number and Operations	3	33%	1	11%	3	33%	0	0%	2	22%	*	*
Measurement and Data	1	11%	3	33%	2	22%	1	11%	2	22%	*	*
Geometry	4	44%	1	11%	0	0%	2	22%	2	22%	*	*

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	9
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	191.7
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	198.6
Students At or Above Norm Grade Level Mean RIT	*

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	3	33%	3	33%	0	0%	1	11%	2	22%	*	*
Goal Area												
Literature	3	33%	3	33%	0	0%	0	0%	3	33%	*	*
Informational Text	2	22%	2	22%	3	33%	2	22%	0	0%	*	*
Vocabulary Acquisition and Use	4	44%	2	22%	0	0%	1	11%	2	22%	*	*

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	104
Mean RIT	206.2
Standard Deviation	14.3
District Grade Level Mean RIT	206.3
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	37

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	35	34%	22	21%	28	27%	13	13%	6	6%	205-206-208	14.3
Goal Area												
Operations and Algebraic Thinking	36	35%	26	25%	25	24%	12	12%	5	5%	204-205-207	14.2
Number and Operations	35	34%	18	17%	25	24%	21	20%	5	5%	205-206-208	15.4
Measurement and Data	38	37%	21	20%	22	21%	13	13%	10	10%	204-205-207	16.1
Geometry	31	30%	18	17%	25	24%	21	20%	9	9%	206-208-209	15.4

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	104
Mean RIT	198.5
Standard Deviation	14.6
District Grade Level Mean RIT	198
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	30

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	32	31%	34	33%	17	16%	11	11%	10	10%	197-198-200	14.6
Goal Area												
Literature	35	34%	24	23%	23	22%	11	11%	11	11%	197-199-200	16.6
Informational Text	40	38%	29	28%	13	13%	15	14%	7	7%	196-197-199	15.4
Vocabulary Acquisition and Use	34	33%	24	23%	22	21%	17	16%	7	7%	198-200-201	14.6

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	13
Mean RIT	207.2
Standard Deviation	12.5
District Grade Level Mean RIT	206.3
Students At or Above District Grade Level Mean RIT	5
Norm Grade Level Mean RIT	213.5
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	4	31%	5	38%	1	8%	2	15%	1	8%	204-207-211	12.5
Goal Area												
Operations and Algebraic Thinking	4	31%	3	23%	3	23%	3	23%	0	0%	203-207-210	12.1
Number and Operations	2	15%	6	46%	3	23%	1	8%	1	8%	204-208-212	12.9
Measurement and Data	4	31%	4	31%	3	23%	1	8%	1	8%	200-204-209	15.9
Geometry	3	23%	5	38%	1	8%	3	23%	1	8%	206-210-214	12.9

Explanatory Notes

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	13
Mean RIT	194
Standard Deviation	20.4
District Grade Level Mean RIT	198
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.9
Students At or Above Norm Grade Level Mean RIT	3

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	5	38%	3	23%	2	15%	2	15%	1	8%	188-194-200	20.4
Goal Area												
Literature	5	38%	4	31%	1	8%	2	15%	1	8%	186-192-198	21.9
Informational Text	6	46%	3	23%	1	8%	1	8%	2	15%	187-193-199	19.4
Vocabulary Acquisition and Use	5	38%	1	8%	3	23%	2	15%	2	15%	190-197-203	22.4

Explanatory Notes

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	124
Mean RIT	214.7
Standard Deviation	20.9
District Grade Level Mean RIT	215.1
Students At or Above District Grade Level Mean RIT	72
Norm Grade Level Mean RIT	221.4
Students At or Above Norm Grade Level Mean RIT	52

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	34	27%	22	18%	30	24%	24	19%	14	11%	213-215-217	20.9
Goal Area												
Operations and Algebraic Thinking	41	33%	30	24%	26	21%	17	14%	10	8%	210-212-214	20.8
Number and Operations	33	27%	21	17%	21	17%	30	24%	19	15%	215-217-219	22.2
Measurement and Data	40	32%	23	19%	23	19%	23	19%	15	12%	211-213-215	22
Geometry	34	27%	23	19%	13	10%	35	28%	19	15%	214-216-218	22.1

Explanatory Notes

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Test invalidations: ****1 The test duration was too short to provide a valid result.

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	122
Mean RIT	200.4
Standard Deviation	20.8
District Grade Level Mean RIT	201.3
Students At or Above District Grade Level Mean RIT	64
Norm Grade Level Mean RIT	211.8
Students At or Above Norm Grade Level Mean RIT	44

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	54	44%	17	14%	18	15%	23	19%	10	8%	199-200-202	20.8
Goal Area												
Literature	53	43%	15	12%	21	17%	21	17%	12	10%	198-200-202	21.9
Informational Text	51	42%	22	18%	15	12%	23	19%	11	9%	198-200-202	21.3
Vocabulary Acquisition and Use	46	38%	24	20%	23	19%	17	14%	12	10%	199-201-203	21.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Mathematics

MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	218.7
Standard Deviation	12.2
District Grade Level Mean RIT	215.1
Students At or Above District Grade Level Mean RIT	8
Norm Grade Level Mean RIT	221.4
Students At or Above Norm Grade Level Mean RIT	6

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
MAP: Math 2-5 CA 2010 / CA Common Core Mathematics K-12: 2010	3	21%	4	29%	3	21%	2	14%	2	14%	215-219-222	12.2
Goal Area												
Operations and Algebraic Thinking	2	14%	3	21%	6	43%	1	7%	2	14%	216-219-222	11.4
Number and Operations	3	21%	3	21%	4	29%	3	21%	1	7%	214-218-222	14.3
Measurement and Data	6	43%	1	7%	3	21%	3	21%	1	7%	209-214-218	16.5
Geometry	2	14%	4	29%	2	14%	2	14%	4	29%	220-224-227	13.4

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ***1 The test duration was too short to provide a valid result.

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Reading

MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	14
Mean RIT	209.2
Standard Deviation	14.5
District Grade Level Mean RIT	201.3
Students At or Above District Grade Level Mean RIT	11
Norm Grade Level Mean RIT	211.8
Students At or Above Norm Grade Level Mean RIT	7

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 2-5 CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	2	14%	4	29%	3	21%	3	21%	2	14%	205-209-213	14.5
Goal Area												
Literature	3	21%	1	7%	3	21%	6	43%	1	7%	207-211-216	15.9
Informational Text	3	21%	3	21%	2	14%	5	36%	1	7%	204-208-213	15.7
Vocabulary Acquisition and Use	2	14%	5	36%	4	29%	1	7%	2	14%	204-208-212	15.4

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Test invalidations: ****1 The test duration was too short to provide a valid result.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	112
Mean RIT	213.7
Standard Deviation	17.7
District Grade Level Mean RIT	213.7
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	225.3
Students At or Above Norm Grade Level Mean RIT	34

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	52	46%	16	14%	23	21%	17	15%	4	4%	212-214-215	17.7
Goal Area												
Operations and Algebraic Thinking	50	45%	19	17%	23	21%	19	17%	1	1%	211-212-214	17.8
The Real and Complex Number Systems	37	33%	28	25%	19	17%	19	17%	9	8%	215-217-218	18.4
Geometry	50	45%	17	15%	21	19%	15	13%	9	8%	212-214-216	18.5
Statistics and Probability	51	46%	20	18%	22	20%	15	13%	4	4%	210-212-214	19.7

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	108
Mean RIT	203.2
Standard Deviation	17.9
District Grade Level Mean RIT	203.2
Students At or Above District Grade Level Mean RIT	55
Norm Grade Level Mean RIT	215.8
Students At or Above Norm Grade Level Mean RIT	30

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	53	49%	18	17%	14	13%	19	18%	4	4%	201-203-205	17.9
Goal Area												
Literature	57	53%	15	14%	13	12%	19	18%	4	4%	200-201-203	19.5
Informational Text	55	51%	18	17%	16	15%	14	13%	5	5%	200-202-204	18.9
Vocabulary Acquisition and Use	44	41%	18	17%	21	19%	15	14%	10	9%	204-206-208	18.1

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	224.2
Standard Deviation	14.3
District Grade Level Mean RIT	224.2
Students At or Above District Grade Level Mean RIT	60
Norm Grade Level Mean RIT	228.6
Students At or Above Norm Grade Level Mean RIT	43

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	21	20%	24	23%	33	31%	19	18%	8	8%	223-224-226	14.3
Goal Area												
Operations and Algebraic Thinking	22	21%	27	26%	31	30%	16	15%	9	9%	222-224-225	15.2
The Real and Complex Number Systems	25	24%	20	19%	28	27%	24	23%	8	8%	223-225-226	15.7
Geometry	27	26%	36	34%	21	20%	15	14%	6	6%	220-222-223	14.2
Statistics and Probability	18	17%	21	20%	27	26%	27	26%	12	11%	225-227-229	17

Explanatory Notes

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	217.2
Standard Deviation	12.6
District Grade Level Mean RIT	217.2
Students At or Above District Grade Level Mean RIT	54
Norm Grade Level Mean RIT	218.2
Students At or Above Norm Grade Level Mean RIT	49

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	13	12%	25	24%	34	32%	18	17%	15	14%	216-217-218	12.6
Goal Area												
Literature	19	18%	19	18%	33	31%	16	15%	18	17%	216-217-219	13.4
Informational Text	17	16%	23	22%	30	29%	23	22%	12	11%	216-217-218	13.3
Vocabulary Acquisition and Use	13	12%	29	28%	28	27%	20	19%	15	14%	216-217-219	13.6

Explanatory Notes

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	115
Mean RIT	228.4
Standard Deviation	16.1
District Grade Level Mean RIT	228.4
Students At or Above District Grade Level Mean RIT	62
Norm Grade Level Mean RIT	230.9
Students At or Above Norm Grade Level Mean RIT	56

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	19	17%	31	27%	31	27%	19	17%	15	13%	227-228-230	16.1
Goal Area												
Operations and Algebraic Thinking	15	13%	29	25%	24	21%	27	23%	20	17%	229-231-232	17.5
The Real and Complex Number Systems	24	21%	33	29%	24	21%	23	20%	11	10%	225-227-228	16.2
Geometry	22	19%	28	24%	30	26%	20	17%	15	13%	226-228-229	17.7
Statistics and Probability	19	17%	31	27%	23	20%	29	25%	13	11%	227-229-230	16.6

Explanatory Notes

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	116
Mean RIT	218.5
Standard Deviation	13.5
District Grade Level Mean RIT	218.5
Students At or Above District Grade Level Mean RIT	62
Norm Grade Level Mean RIT	220.1
Students At or Above Norm Grade Level Mean RIT	60

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	18	16%	29	25%	29	25%	28	24%	12	10%	217-219-220	13.5
Goal Area												
Literature	20	17%	31	27%	25	22%	27	23%	13	11%	216-218-219	14.6
Informational Text	22	19%	26	22%	29	25%	29	25%	10	9%	216-218-219	14.6
Vocabulary Acquisition and Use	17	15%	25	22%	28	24%	32	28%	14	12%	219-220-222	14

Explanatory Notes

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	113
Mean RIT	230
Standard Deviation	18.3
District Grade Level Mean RIT	230
Students At or Above District Grade Level Mean RIT	59
Norm Grade Level Mean RIT	233.4
Students At or Above Norm Grade Level Mean RIT	49

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	28	25%	23	20%	27	24%	20	18%	15	13%	228-230-232	18.3
Goal Area												
Operations and Algebraic Thinking	30	27%	23	20%	21	19%	16	14%	23	20%	229-231-233	20
The Real and Complex Number Systems	30	27%	24	21%	24	21%	20	18%	15	13%	228-229-231	19.8
Geometry	30	27%	28	25%	27	24%	18	16%	10	9%	226-228-230	18.5
Statistics and Probability	20	18%	28	25%	27	24%	20	18%	18	16%	230-232-234	18.6

Explanatory Notes

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	113
Mean RIT	222.2
Standard Deviation	14
District Grade Level Mean RIT	222.2
Students At or Above District Grade Level Mean RIT	61
Norm Grade Level Mean RIT	221.9
Students At or Above Norm Grade Level Mean RIT	65

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	16	14%	18	16%	36	32%	26	23%	17	15%	221-222-223	14
Goal Area												
Literature	21	19%	17	15%	19	17%	36	32%	20	18%	221-222-224	15.3
Informational Text	17	15%	22	19%	34	30%	21	19%	19	17%	221-222-224	15.8
Vocabulary Acquisition and Use	15	13%	22	19%	31	27%	30	27%	15	13%	221-222-224	13.9

Explanatory Notes

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	230.1
Standard Deviation	16.8
District Grade Level Mean RIT	230.1
Students At or Above District Grade Level Mean RIT	52
Norm Grade Level Mean RIT	232.4
Students At or Above Norm Grade Level Mean RIT	48

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	22	21%	18	17%	34	32%	20	19%	11	10%	228-230-232	16.8
Goal Area												
Operations and Algebraic Thinking	17	16%	18	17%	29	28%	23	22%	18	17%	231-233-235	17.7
The Real and Complex Number Systems	22	21%	27	26%	23	22%	22	21%	11	10%	228-230-231	18.1
Geometry	25	24%	27	26%	19	18%	24	23%	10	10%	227-229-231	17.7
Statistics and Probability	25	24%	22	21%	32	30%	17	16%	9	9%	226-228-230	18.4

Explanatory Notes

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	105
Mean RIT	222.7
Standard Deviation	15.2
District Grade Level Mean RIT	222.7
Students At or Above District Grade Level Mean RIT	65
Norm Grade Level Mean RIT	221.2
Students At or Above Norm Grade Level Mean RIT	67

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	15	14%	13	12%	23	22%	39	37%	15	14%	221-223-224	15.2
Goal Area												
Literature	20	19%	10	10%	29	28%	31	30%	15	14%	221-222-224	16.6
Informational Text	16	15%	12	11%	33	31%	26	25%	18	17%	222-223-225	16.1
Vocabulary Acquisition and Use	13	12%	16	15%	29	28%	29	28%	18	17%	221-223-225	16.2

Explanatory Notes

Tests shown in gray are excluded from summary statistics. Either the test occurred outside the testing window for a term, had an invalid score, or was a repeat test for a student within a term.

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Mathematics

MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	106
Mean RIT	236.4
Standard Deviation	16.7
District Grade Level Mean RIT	236.4
Students At or Above District Grade Level Mean RIT	56
Norm Grade Level Mean RIT	235
Students At or Above Norm Grade Level Mean RIT	59

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Math 6+ CA 2010 / CA Common Core Mathematics K-12: 2010	14	13%	18	17%	31	29%	30	28%	13	12%	235-236-238	16.7
Goal Area												
Operations and Algebraic Thinking	10	9%	11	10%	27	25%	35	33%	23	22%	240-241-243	18.1
The Real and Complex Number Systems	13	12%	30	28%	26	25%	20	19%	17	16%	234-236-238	19
Geometry	15	14%	24	23%	25	24%	28	26%	14	13%	233-235-237	17.6
Statistics and Probability	16	15%	29	27%	24	23%	22	21%	15	14%	231-233-235	17.3

Explanatory Notes

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Reading

MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010

Summary	
Total Students With Valid Growth Test Scores	106
Mean RIT	226.5
Standard Deviation	13.7
District Grade Level Mean RIT	226.5
Students At or Above District Grade Level Mean RIT	57
Norm Grade Level Mean RIT	222.3
Students At or Above Norm Grade Level Mean RIT	69

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
MAP: Reading 6+ CA 2010 V2 / CA Common Core English Language Arts K-12: 2010	11	10%	14	13%	31	29%	25	24%	25	24%	225-226-228	13.7
Goal Area												
Literature	13	12%	18	17%	26	25%	30	28%	19	18%	224-225-227	15.2
Informational Text	12	11%	18	17%	28	26%	28	26%	20	19%	224-226-227	14.4
Vocabulary Acquisition and Use	10	9%	12	11%	27	25%	32	30%	25	24%	227-228-229	14

Explanatory Notes

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District Advisory Committee
Meeting Minutes
June 15, 2017

1. Meeting was called to order at 8:30 a.m.
2. Budget Update – Daena Meras, CBO, reiterated the point that the increases to funding for the district are leveling off as compared to the first few years with the funding. She explained that increases to employee benefits continue to rise.
3. Consolidated Application Reporting System (CARS) – Daena Meras presented the committee members with a copy of the application. She then went through the document page-by-page to explain what each page was referencing. The committee had no questions regarding the CARS.
4. Minutes of the February 7 meeting were read silently by each member. Members agreed with the minutes.
5. Carol Geyer then distributed copies of the LCAP document template. With the committee she reviewed the Annual Update pages. The group continued through the rest of the LCAP looking at the goals for the upcoming year. Each Action/Service was gone through one-by-one. Brand-new Actions/Services were explained. Committee members were able to ask clarifying questions about each item as it was needed. There were no unanswered questions or comments.
6. Meeting was adjourned at 10:20 a.m.

**PIERCE JOINT UNIFIED SCHOOL DISTRICT
SUSPENSION/DISCIPLINE REPORT
4th Quarter - 2016/17 School Year**

	Third Quarter					Year to Date					YTD	Last Yr
	AES	GI	JJH	PHS	AAHS	AES	GI	JJH	PHS	AAHS	TOTALS	TOTALS
Education Code 48900												
(1) A. (1) Caused or threatened physical injury			4					4	7		11	13
(2) A. (2) Willfully used force or violence; assault				1		3		7	3		13	12
(3) B. Possessed, sold or furnished weapon						1		1			2	6
(4) C. Unlawful possession of controlled substance				1	1				3	1	4	7
(5) D. Unlawfully sold any controlled substance				1					2		2	0
(6) E. Committed robbery or extortion											0	0
(7) F. Vandalism						2					2	2
(8) G. Stolen or attempted to steal school property	1					1					1	1
(9) H. Possessed or used tobacco					1					1	1	5
(10) I. Committed obscenity act; habitual profanity			2				1	2		2	5	7
(11) J. Possession or sale of drug paraphernalia											0	0
(12) K. Class disruption, willful defiance of authority	2			4		2		1	11		14	37
(13) L. Knowingly received private property											0	0
(14) M. Possessed an imitation firearm											0	0
(15) N. Committed, attempted to commit sexual assault/battery								1			1	0
(16) O. Harassed, threatened or intimidated a witness											0	0
(17) O.2 Sexual Harassment											0	2
(18) O.3 Attempted, threatened, caused hate violence											0	0
(19) O.4 Created intimidating or hostile environment (Grades 4-12)								2			2	4
(20) O.5 Possession or use of any electronic signaling device											0	0
(21) O.7 Made a terrorist threat											0	0
(24) P. Offering, arranging or negotiating sale of Soma											0	0
(25) Q. Hazing											0	0
(26) R. Bullying											0	0
(27) T. Aided or abetted physical injury											0	0
Education Code 48915												
(28) (a)(1) Caused physical injury											0	0
(29) (a)(2) Possession of a knife or dangerous object											0	1
(30) (a)(3) Possession of a controlled substance											0	0
(31) (a)(5) Committed Assault or Battery on a School Employee											0	0
(32) (c)(1) Possession, sale, furnishing a firearm											0	0
(33) (c)(2) Brandishing a knife											0	0
(34) (c)(3) Sale of controlled substance											0	0
(35) (c)(4) Sexual battery											0	0
(36) (c)(5) Possession of an explosive											0	0

2016/17 Staff Development

Date:	Topic:	Site:	# of Teachers	# of Admn/coaches
2/6/17	Data Triad	PHS Math	1	1
8/10/16	Chromebook/Google Classroom- Molly Conrado	AES	8	0
8/30/16	Keenan Kindness Challenge	AES	0	2
12/7/16	Analyze BPST Assessment Data-Reflection and Action Plan	AES	5	1
2/15	IAB & Designated Support Training	AES	30	3
2/22/17	Impero Training	AES	31	2
2/22/17	NWEA Data Analysis	AES	31	2
3/29/17-4/1/17	CABE Conference	AES	2	
5/10/17	Class Creator	AES	26	1
8/3/16	ELA Adoption	AES/GI	32	2
8/8/16	Compass Learning	AES/GI	30	2
8/9/16	Formative Assessment	AES/GI	30	2
8/9/16	Behavior Intervention Training with Kevin Douglas	AES/GI	30	2
8/24/16	ST Math with Alan An	AES/GI	28	2
9/7/16	Building Background Knowledge of EL's- Melissa C	AES/GI	30	2
9/14/16	Illuminate Aligning Assessments Developing Rubrics	AES/GI	30	2
9/21/16	CAASPP Data Analysis	AES/GI	30	2
9/28/16	Analyze PLC-Trust Site Data/Set WIGS	AES/GI	30	4
10/12/16	English Learner Cultural Awareness- Melissa C	AES/GI	30	2
10/19/16	Formative Assessment	AES/GI	31	2
10/26/16	Analyze NWEA Assessment Data	AES/GI	31	2
11/9/16	Parent conference tips for English Learners. Melissa C	AES/GI	30	2
11/30/16	Compass Learning Features and Reports	AES/GI	30	2
12/7/16	Special education qualification and eligibility	AES/gI	33	2
1/11/17	Elements of PLC/Grade level norms	AES/GI	30	2
1/18/17	EDI Lesson Team Planning	AES/GI	30	2
1/25/17	AED Training	AES/gI	30	2
2/1/17	EDI Lesson Reflection	AES/gI	30	2
2/8/17	CELDT Data Reveiw	AES/GI	30	2
2/9/17	ASCD Webinar Academic Vocabulary	AES/GI		1

2016/17 Staff Development

3/8/17	Interim Assessment Block Planning	AES/GI	13	1
2/24/17	So Cal Kindergarten Conference	AES/GI	5	2
3/29/17	Data Dashboard	AES/GI	31	2
4/5/17	LCAP Indicator Reflection	AES/GI	31	2
4/19/17	Phonics Articulation with Amy K (TK-2)	AES/GI	14	1
4/19/17	IAB Training/planning	AES/GI	14	1
4/21/17	STEM Conference Michelle Cherry and Jodi Arens	AES/GI	2	
4/26/17	Aeries Intervention Tab	AES/GI	31	2
5/12/17	TK Conference	AES/GI	2	
5/24/17	WIG/STULL Reflection and NWEA Data Analysis	AES/gI	31	
8/5/16	EDI Training-New Teacher Training	AES/JJH/PHS	11	2
7/28/16	Edivate Training	AES/JJH/PHS/DO		6
11/17/16	Discipline Training	AES/JJH/PHS/DO		6
2/16/17	BI Tool Illuminate Training	AES/JJH/PHS/DO		4
2/21/17	Coherence Conference	AES/JJH/PHS/DO		4
10/28/16	Illuminate Regional Workshop	AES/PHS		4
3/23/17	ELD Network	District	1	
8/9/16	Rigor, Relevance and Relationships	JJH	17	1
8/24/16	guidelines for formal observations and walkthrough reports	JJH	16	1
8/30/16	EDI lesson plan review	JJH	16	1
9/14/16	CAASPP data analysis	JJH	16	1
10/12/16	Lock down drill in unstructured time planning session	JJH	16	1
11/2/16	Technology training on Google Classroom and Apps for CFU	JJH	16	1
12/7/16	Data analyls of NWEA	JJH	15	1
1/11/17	Scheduling and master schedule for next year	JJH	16	1
1/25/17	SMART GOALS for PLC teams by grade level	JJH	15	1
2/1/17	Review NWEA test results and review of team level goals	JJH	15	1
2/1/17	Sharing best practices CFU and formative assessments	JJH	15	1
2/8/17	Parent Survey retooling	JJH	15	1
2/15	AED training- nurse kathy	JJH	17	1
3/17/17	dashboard and SPSA review	JJH	13	1

2016/17 Staff Development

3/17/17	Teacher observations	JJH	6	
3/17/17	Vertical math alignment	JJH	5	1
3/17/17	PLTW and project based learning webinar	JJH	3	1
9/21/16	AESOP training	JJH	16	1
8/24/16	StudySync training	JJH ELA Dept	5	2
10/12/16	Study Sync Planning Session with Trainer	JJH/PHS		2
7/24-7/28-2016	AP Psychology Institute	PHS	1	
7/24-7/28-2016	AP Stats Institute	PHS	1	
7/24-7/28-2016	AP Calculus Institute	PHS	1	
7/24-7/28-2016	AP US History Institute	PHS	1	
7/24-7/28-2016	AP Government Institute	PHS	1	
7/24-7/28-2016	AP Psychology Institute	PHS	1	
7/24-7/28-2016	AP Stats Institute	PHS	1	
7/24-7/28-2016	AP Calculus Institute	PHS	1	
7/24-7/28-2016	AP US History Institute	PHS	1	
7/24-7/28-2016	AP Government Institute	PHS	1	
7/27-7/28-2017	Dirt Days	PHS	3	
8/4/16	ELA Training for Study Sync	PHS	3	
8/8/16	Illuminate with Trainer	PHS	25	2
8/8/16	Google Classroom Training	PHS	25	2
8/9/16	Formative Assessment	PHS	25	2
8/24/16	Formative Assessment	PHS	25	2
9/7/16	Smart Goal Development	PHS	25	3
9/8/16	CATA Superior Region Conference (AG)	PHS	4	
9/9/16	Mondopad Training	PHS	5	
9/27/16	Illuminate-Custom Reports	PHS	25	2
9/27/16	NWEA Data Analysis	PHS	25	2
9/30/16	English Department Data and Study SyncPlanning meeting	PHS	3	1
10/5/16	Presentation of Lesson Objectives	PHS	25	2
10/7/16	Construction & Trades (Sacramento)	PHS	1	
10/28/16	English Department Data and Study SyncPlanning meeting	PHS	3	1

2016/17 Staff Development

11/2/16	Teaching in the High School Weight Room	PHS	3	0
11/2/16	Lesson Closure and Checking for Understanding	PHS	25	3
11/4-11/6-2016	CATA Regional Meeting & Roadshow	PHS		
12/7/16	Analyze NWEA Assessment Data-Reflection and Action Plan-Class	PHS	25	3
12/7/16	NWEA Data Analysis	PHS	25	2
12/9/16	Study Sync lessons planning From 1st Read to Close Read	PHS	1	1
12/13/16	Study Sync lessons planning From 1st Read to Close Read	PHS	1	1
12/14/16	Study Sync lessons planning From 1st Read to Close Read	PHS	1	1
12/16/16	"Ditch That Textbook" Digital Summit Video Series	PHS	1	
11/4-11/6-2016	CATA Regional Meeting & Roadshow	PHS		
1/11/17	Effective Grading Practices Book Study	PHS	25	2
1/16/17	Analyze NWEA Data-Reflection & Action Plan-Focus Students	PHS	21	2
1/16/17	AET Training	PHS	3	
1/16/17	WASC	PHS	21	
1/19-1/20-2017	TPRS Training (Spanish Department) Teaching Proficiency through Reading and Storytelling	PHS	2	
1/20/17	Illuminate Regional Workshop	PHS		3
1/25/17	Socratic Seminar	PHS	3	1
1/31/17	HSS Framework Launch Conference	PHS	2	
2/1/17	Odesseyware Training (SCOE)	PHS	1	
2/3/17	Program & Pathways Workshop (SCOE)	PHS	1	
2/8/17	Effective Grading Practices Book Study	PHS	25	2
2/10/17	ASCD Webinar Academic Vocabulary	PHS	1	1
2/15/17	AED Training-Nurse Kathy	PHS	25	2
2/15/17	Impero Software Training-Lisa	PHS	25	2
3/5-3/7	Educating for Career Conference	PHS	1	
3/10	CTE STANDARDS & COURSE DEVELOPMENT WORKSHOP	PHS	1	
3/17/17	Teen Talk Middle School and High School Training- Healthy Youth Act	PHS	2	
3/29/17	Accountability Dashboard	PHS	25	2
3/15/17	10 Year Plan Teacher and Counselor Training	PHS	25	2
3/15/17	Effective Grading Practices Book Study	PHS	25	2

2016/17 Staff Development

5/24/17	IAB Training/planning-Math department	PHS	5	1
4/26/17	IAP & Performance Task Reflection Meeting	PHS	10	2
3/29/17	Effective Grading Practices Book Study	PHS	25	2
4/19/17	CAASPP Administration Training	PHS	8	2
4/26/17	Effective Grading Practices Book Study	PHS	25	2
5/3/17	Effective Grading Practices Book Study	PHS	25	2
5/10/17	Effective Grading Practices Book Study	PHS	25	2
8/19/16	StudySync Planning	PHS ELA Dept.	3	1
8/26/16	Study Sync Planning	PHS ELA Dept.	3	1
9/7/16	StudySync Backwards mapping	PHS ELA Dept.	1	1
9/13/16	StudySync Backwards mapping	PHS ELA Dept.	1	1
9/21/16	StudySync Backwards mapping	PHS ELA Dept.	1	1
9/22/16	StudySync Backwards mapping	PHS ELA Dept.	1	1
2/14	Data Triad	PHS English	2	1
2/15	Data Triad	PHS English	1	1
9/7/16	Math Performance Task Overview & Planning for Assessment	PHS Math	4	1
2/9/17	Data Triad	PHS Math	1	1
2/13/17	Data Triad	PHS Math	1	1
9/1/16	NWEA Data Meeting	PHS Math Dept	4	1
10/12/16	SMART Goals & Performance Task Planning	PHS Math Dept	4	1
9/7/16	Turn It In	PHS Non ELA/I	18	1
10/26/16	Lesson Closure & Checking for Understanding	PHS/AAHS	25	2
4/25/17	Developing Students' CInversational Discourse Across Disciplines	PHS/SCOE	4	1
10/4/16	Tools to Prepare English Learners for Common Core Academic Interaction Demands			1
11/3/16	Preparing English Learners to Construct Competent CCSS-Aligned Written Responses			1
1/24, 1/31, 2/1	ELD Training Yolo Couny Office of Education			3
1/26-1/27	CAASPP Institute & Training Planning			2

Colusa County Water Works District #1
P.O. Box 131 Grimes CA 95950
530-437-2494

MAY 17, 2017

Carol Geyer, Superintendent
Pierce Joint Unified School District
P.O. Box 239 Arbuckle CA 95912

Dear Ms. Geyer,

The Colusa County Water Works District #1 located in Grimes, CA wishes to inform you of the results of your requested lead testing in the water supply at the Grand Island Elementary. All results were below the maximum contaminant level (MCL) for lead (15 ug/L).

Of the five locations sampled at the school four were below the level of detection (non-detect) and one sample had a result of one half the MCL (Classroom #4 sink)

Please find attached the laboratory results and the sampling plan with sample location map.

No further action is required at this time, however please feel free to contact us if you have in questions.

Warm regards,



Stuart Angerer

DIRECTOR, CCWWD#1



www.basiclab.com

basic
laboratory

2218 Railroad Avenue voice 530.243.7234
Redding, California 96001 fax 530.243.7494

3860 Morrow Lane, Suite F voice 530.894.8966
Chico, California 95928 fax 530.894.5143

COLUSA CO WATERWORKS DIST NO 1
STUART ANGERER
POST OFFICE BOX 131
GRIMES CA 95950

Report Date: 04/13/17
Lab Sample ID: 17C0683-01

System Name: COLUSA CO. W.D. #1 - GRIMES Sample Date: 03/14/17 00:00
Source Name: 0600008-AAB-A 0600008AABGrand Island Element-Room r Sample Received: 03/15/17 13:10
Client Sample ID: 0600008-GIS-001 User ID: BUG
Sampled By: STUART ANGERER System Number: 0600008
Employed By: COLUSA COUNTY WATERWORKS DIST 1 Source Code: AAB-A

Inorganic Chemical

STORET	PARAMETER	UNITS	RESULTS	MCL	DLR
01051	Lead	ug/l	7.8	15	5.0

Approved By: *Ricky Jensen*

Submitted By: _____ Date: _____

Basic Laboratory, Inc.
California ELAP Cert #1677 and #2718

cc: Office of Drinking Water - District 21 Valley



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laboratory

2218 Railroad Avenue voice 530.243.7234
Redding, California 96001 fax 530.243.7494

3860 Morrow Lane, Suite F voice 530.894.8966
Chico, California 95928 fax 530.894.5143

COLUSA CO WATERWORKS DIST NO 1
STUART ANGERER
POST OFFICE BOX 131
GRIMES CA 95950

Report Date: 04/13/17
Lab Sample ID: 17C0683-02

System Name: COLUSA CO. W.D. #1 - GRIMES Sample Date: 03/14/17 00:00
Source Name: 0600008-AAB-B 0600008AABGrand Island Element-Staff R Sample Received: 03/15/17 13:10
Client Sample ID: 0600008-GIS-002 User ID: BUG
Sampled By: STUART ANGERER System Number: 0600008
Employed By: COLUSA COUNTY WATERWORKS DIST 1 Source Code: AAB-B

Inorganic Chemical

STORET	PARAMETER	UNITS	RESULTS	MCL	DLR
01051	Lead	ug/l	ND	15	5.0

Approved By: *Ricky Jensen*

Submitted By: _____ Date: _____

Basic Laboratory, Inc.
California ELAP Cert #1677 and #2718

cc: Office of Drinking Water - District 21 Valley



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Redding, California 96001 fax 530.243.7494

3860 Morrow Lane, Suite F voice 530.894.8966
Chico, California 95928 fax 530.894.5143

COLUSA CO WATERWORKS DIST NO 1
STUART ANGERER
POST OFFICE BOX 131
GRIMES CA 95950

Report Date: 04/13/17
Lab Sample ID: 17C0683-03

System Name: COLUSA CO. W.D. #1 - GRIMES Sample Date: 03/14/17 00:00
Source Name: 0600008-AAB-C 0600008AABGrand Island Element-Kitchen Sample Received: 03/15/17 13:10
Client Sample ID: 0600008-GIS-003 User ID: BUG
Sampled By: STUART ANGERER System Number: 0600008
Employed By: COLUSA COUNTY WATERWORKS DIST 1 Source Code: AAB-C

Inorganic Chemical

STORET	PARAMETER	UNITS	RESULTS	MCL	DLR
01051	Lead	ug/l	ND	15	5.0

Approved By: *Ricky James Jolly*

Submitted By: _____ Date: _____

Basic Laboratory, Inc.
California ELAP Cert #1677 and #2718

cc: Office of Drinking Water - District 21 Valley



www.basiclab.com

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laboratory

2218 Railroad Avenue voice 530.243.7234
Redding, California 96001 fax 530.243.7494

3860 Morrow Lane, Suite F voice 530.894.8966
Chico, California 95928 fax 530.894.5143

COLUSA CO WATERWORKS DIST NO 1
STUART ANGERER
POST OFFICE BOX 131
GRIMES CA 95950

Report Date: 04/13/17
Lab Sample ID: 17C0683-04

System Name: COLUSA CO. W.D. #1 - GRIMES Sample Date: 03/14/17 00:00
Source Name: 0600008-AAB-D 0600008AABGrand Island Element-outside Sample Received: 03/15/17 13:10
Client Sample ID: 0600008-GIS-004 User ID: BUG
Sampled By: STUART ANGERER System Number: 0600008
Employed By: COLUSA COUNTY WATERWORKS DIST 1 Source Code: AAB-D

Inorganic Chemical

STORET	PARAMETER	UNITS	RESULTS	MCL	DLR
01051	Lead	ug/l	ND	15	5.0

Approved By: *Rickey Jensen* Submitted By: _____ Date: _____

Basic Laboratory, Inc. cc: Office of Drinking Water - District 21 Valley
California ELAP Cert #1677 and #2718



www.basiciab.com

basic
laboratory

2218 Railroad Avenue voice 530.243.7234
Redding, California 96001 fax 530.243.7494

3860 Morrow Lane, Suite F voice 530.894.8966
Chico, California 95928 fax 530.894.5143

COLUSA CO WATERWORKS DIST NO 1
STUART ANGERER
POST OFFICE BOX 131
GRIMES CA 95950

Report Date: 04/13/17
Lab Sample ID: 17C0683-05

System Name: COLUSA CO. W.D. #1 - GRIMES Sample Date: 03/14/17 00:00
Source Name: 0600008-AAB-E 0600008AABGrand Island Element-outside Sample Received: 03/15/17 13:10
Client Sample ID: 0600008-GIS-005 User ID: BUG
Sampled By: STUART ANGERER System Number: 0600008
Employed By: COLUSA COUNTY WATERWORKS DIST 1 Source Code: AAB-E

Inorganic Chemical

STORET	PARAMETER	UNITS	RESULTS	MCL	DLR
01051	Lead	ug/l	ND	15	5.0

Approved By: *Rickey Jensen* Submitted By: _____ Date: _____

Basic Laboratory, Inc. cc: Office of Drinking Water - District 21 Valley
California ELAP Cert #1677 and #2718

Note 2: According to 40 CFR Part 136 Table II, the following tests should be analyzed in the field within 15 minutes of sampling: pH, chlorine, dissolved oxygen, and sulfite.
Stars denote tiered Maximum Contaminant and/or Action Levels (* 250-500-600, ** 900-1600-2200, *** 500-1000-1500).
ND Not detected at the reporting limit.
DL Detection limit
MCL Maximum Contaminant Level

2016 – 2017

School Nurse Annual Report

Pierce Joint Unified School District

Kathy Boehm, RN

1. Verified immunization compliance for all kindergarten and 7th grade students.
2. Completed mandatory annual reports
 - a. K and 7th grade immunization report
 - b. Kinder dental exam compliance report
 - c. Annual report of hearing screenings
3. Provided staff training on use of AED at all school sites
4. Completed emergency health plans for 21 AES students, 19 JJH students, and 11 PHS students
5. Provided staff training on use of epinephrine auto-injector (EpiPen) and rectal valium (Diastat)
6. Completed vision screening and referrals on students in grades K, 2, 5, and 8
17 K/TK referrals, 8 2nd grade referrals, 9 5th grade referrals, 13 8th grade referrals
7. Completed hearing screening and referrals on students in grades K, 2, 5, 8, and 10, 2 2nd grade referrals
8. Participated in the “Growing Up” puberty education for 5th graders
9. Coordinated dental screening for grades K-6 (this was the first year for 6th grade screening)
10. Tracked first grade physical compliance
11. Assisted PE teachers in 7th grade HIV/STI prevention curriculum
12. Provided first aid to numerous students
13. Communicable disease prevention and education for staph infection, head lice infestations, strep throat, and norovirus
14. Provided health advice and information to students, parents and staff
15. Attended SST and 504 meetings
16. Participated in kinder registration

Violet prepared the forms for hearing and vision screening, entered the results in Aeries, and filed forms in cums. This is just a few of the things she does as the district health clerk.



Colusa County Youth Shooting Sports



Arbuckle Unified School District Board,

The Colusa County Youth Shooting Sports is a team-based program for boys and girls, grades 3rd to 12th. This is an opportunity for kids to participate in a supervised, shotgun-shooting program taught by Certified Coaches that teach gun safety and skill development in clay target shooting. Throughout the year, competitive events take place in three clay target disciplines, trap, skeet, and sporting clays. Awards are given to the top three shooters in each division and category. CCYSS is a nonprofit tax-exempt corporation registered with the IRS and the Ca Franchise tax board.

We have included in the packet a copy of our Bylaws and Officer Information. We also gave you copies of our first two tournament standings and our biggest donation so far from the NRA.

We are coming to you and all the other school boards in the county to ask that we be recognized as a club at the high school level. We would like to give our athletes the opportunity to letter and gain access to scholarships when they graduate. Colusa Unified School district voted unanimously at their last school board meeting to add us as a club sport.

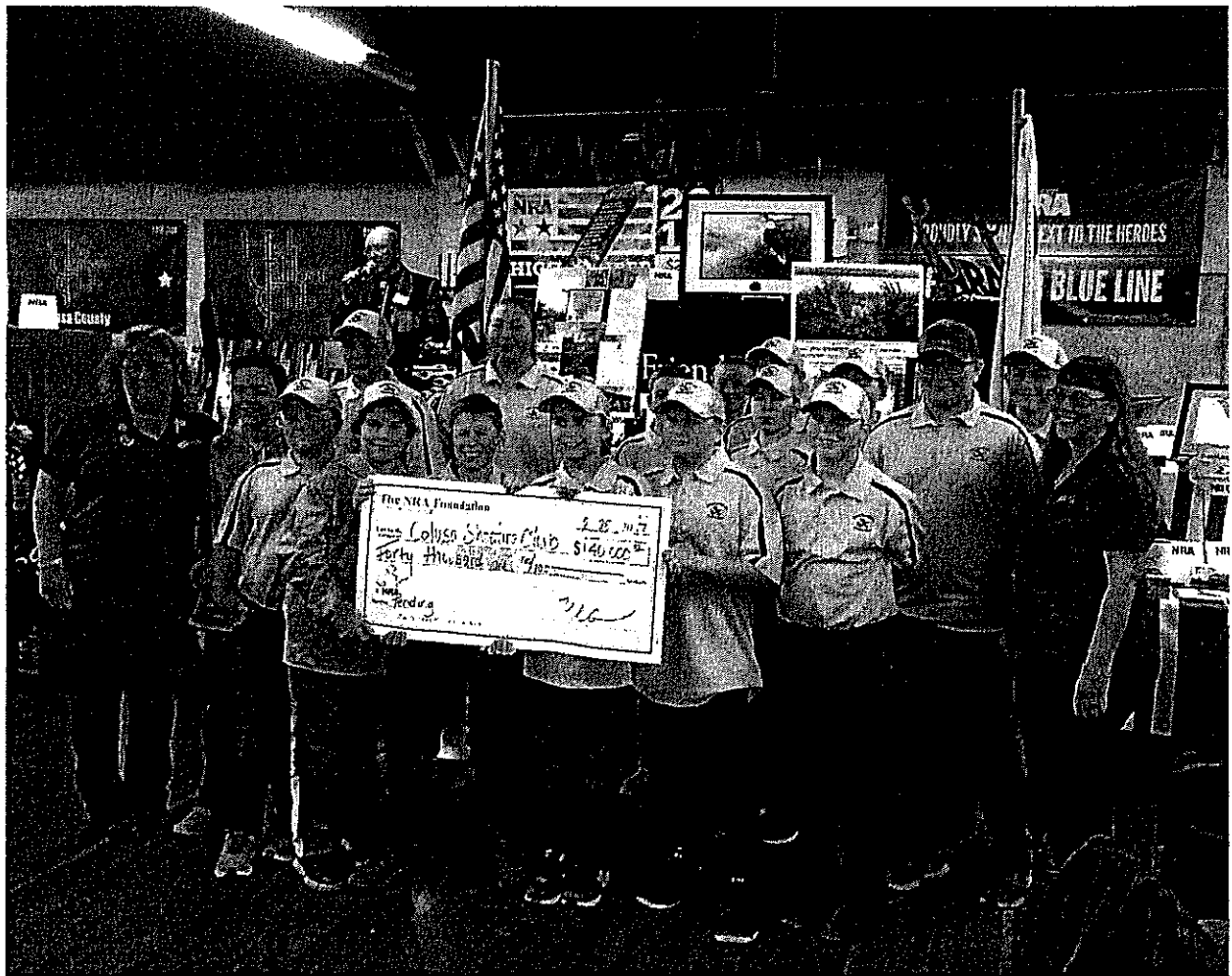
As a nonprofit, we are not asking to be part of any money source generated from the school or be part of the schools insurance. We would abide by the athletic code of the school and have them sign a contract for your records. All matches are on Weekends so they would not miss school to be a member of the team or have any reason to have ammunition or firearms at school.

We are excited to talk to you at the upcoming board meeting and answer any questions you may have for us. Thank you in advance for taking the time to consider "The Ducks" as a club at PHS.

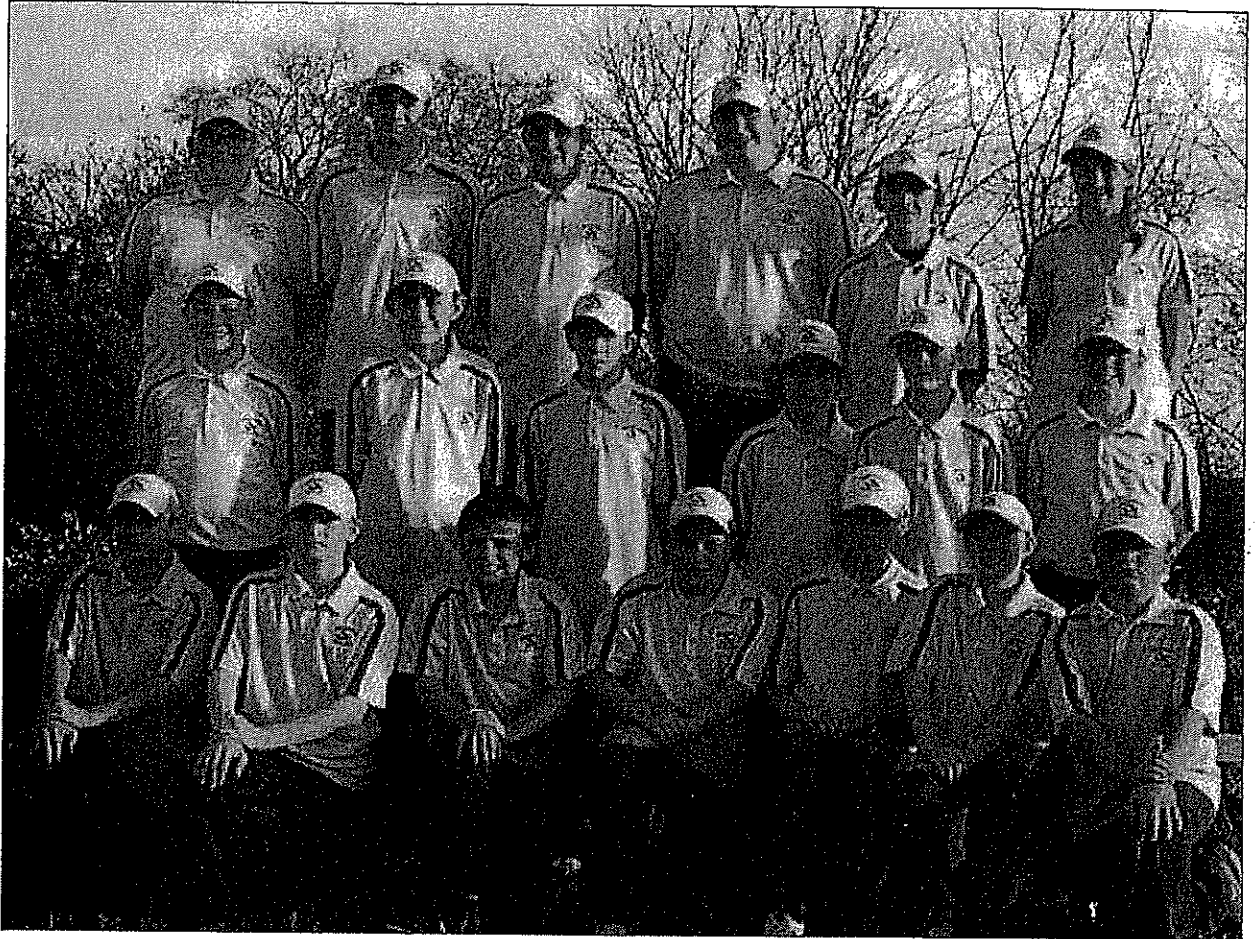
Sincerely,

Sean Doherty President
Gardner Armstrong Head Coach
Daniel Chavez Vice President
Bruce Hardwick Treasure
Erin Kalfsbeek Secretary

"The Ducks" had a funfilled weekend. They set up, attended and cleaned up for the NRA dinner Saturday night. The NRA presented CCYSS, The Ducks with a \$40,000 grant. This money will be used to off-set shooter expenses and add necessary improvements to our shooting range. We are overwhelmed with gratitude and appreciation to the generous folks at the NRA.



■ Solid first outing for Ducks at Rio Oso shooting competition



Submitted story and photo

Two Colusa County boys placed in the top four of their respective divisions in what was the Colusa County Youth Shooting Sports Club's first CYSSA tournament on March 11 and 12 at the Coon Creek Trap & Skeet Club.

Blake Kalfsbeek took first place in the Intermediate Entry Division, which features shooters from grades six through eight, hitting 90 percent of his targets. + Gus Doherty hit 93 percent of his targets, which was good for fourth

place in the Intermediate Advanced Division, for sixth through eighth graders with more than one year of competitive experience.

The Colusa County team took 19 kids of various ages and skills to the competition in Rio Oso, competing against a field of 350 shooters. Six competed in the Rookie Division for fifth graders and younger, including Carter Long, Luke Kalfsbeek, Gus Armstrong, Grason Hardwick, Parker Goodman, and Hayden Sines. In addition to Kalfsbeek, 10 sixth

through eighth graders competed in the Intermediate Entry Division, including Hunter Sines, Garrett Goodman, Anthony Felix, Chase Carrere, Jake Washburn, Zane Bracket, Tyler Moss, Michael Harris, Hugh Benton, and Katie Washburn.

Hannah Doherty was the lone competitor in the Junior Varsity Division for the Ducks.

The team will travel to the Yolo Sportsman's Association for a competition in Davis this weekend. ■



Courtesy Erin Kalfsbeek

Blake Kalfsbeek stands on the podium with Anthony Felix and Clay Randolph. The Ducks' teammates swept the medals in the Intermediate Entry division at the CVSSA contest in Davis last weekend.

Ducks see six members make the podium at competition

Submitted story and photo

In their second outing of the season, the Colusa County Ducks saw six team members stand at the podium at the California Youth Sports Shooting contest held at the Yolo Sportsman's Club in Davis last weekend.

For the second meet in a row, Blake Kalfsbeek finished first in the Intermediate Entry division, leading a sweep of

the medals as teammates Anthony Felix and Clay Randolph finished second and third, respectively.

Other medalists included Gus Doherty, who claimed the top spot in the Intermediate Advanced class, while Carter Long was first in the Rookie division with Gus Armstrong not far behind in second.

The Ducks will look to continue their sharp shooting on April 8, when they travel to Newman to compete.

VSERVICE HOMETOWN SUCCESS

Four Ducks earn medals last weekend's meet

BRIAN PEARSON

brian@colusacountynews.net

Last weekend was a good one for the Colusa County Ducks, as four team members brought back medals from last weekend's California Youth Shooting Sports Association meet in Newman.

The top finishers for the Colusa County team included Luke Kalfsbeek, who took first place in the Rookie division and hit 87 of 100 targets; Carter Long, who took third place in the Rookie division by hitting 81 of 100 targets; Blake Kalfsbeek, who took second place in the Intermediate-Entry Level division and hit 96 of 100 targets; and Gus Doherty, who took second place in the Intermediate-Advanced division and also hit 96 of 100 targets.

Blake Kalfsbeek's 96 was his highest score of the season, a feat he accomplished by hitting



every one of his final 50 clay targets – or all 25 in each of the final two rounds.

"I was very excited to have done that. I was not expecting after I'd shot that 25 to shoot 50. I was just blown away by it, and so was my whole team. They were just so happy. My coaches, and my whole team. Us as a whole team, we did actually really good at that tournament. We

shot very well," he said. "That's the first time I've broken 90. I was

very happy and very surprised to get that many targets. I really just felt like I couldn't do anything to break my concentration. I was just hitting every one. I felt like I couldn't miss at that point."

Kalfsbeek said that he is finally adjusting to a new shotgun, and is hoping to continue to score well as the Duck's inaugural season in the California Youth Shooting Sports Association continues.

Katie Washburn also shot a personal best last week, hitting 23 of 25 targets in one round. ■



**NON-PROFIT BYLAWS
OF
COLUSA COUNTY YOUTH SHOOTING SPORTS**

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of California and the Articles of Incorporation of Colusa County Youth Shooting Sports. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of California, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Colusa County Youth Shooting Sports, and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for students of grades 3rd thru 12th within the counties of glenn, yolo, and colusa counties to learn safe gun handling skills and to participate in the rapidly growing interest in organized youth shooting sports. the shooting disciplines include trap ,skeet,and sporting clays. the youth participate in weekly practice sessions, organized shooting tournaments and most importantly to demonstrate good sportsmanship amongst teammates, competitors and the community. ccyss committee members are dedicated to teach each student the importance of honesty dedication to hard work, excellent academics and to make the transition from youth to adulthood successful and rewarding..

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of California and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code").

ARTICLE 3 – OFFICES

The principal office of the Corporation/Organization shall be located at CCYSS , P.O. Box 82, Colusa , California 95932.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of California. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to 10, but no fewer than 5, Board members. The number of Board members may be increased beyond 10 members or decreased to less than 5 members by the affirmative vote of a simple majority of the then serving Board of Directors. A Board member need not be a resident of the State of California.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by a majority of those Board members at a Board meeting at which a quorum is present.

Term of Board

All appointments to the Board shall be for a term of 1 year(s). No person shall serve more than 2 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to 2 additional year(s). No person shall serve more than 2 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 1 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 3 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of California is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by vote of a simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a simple majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any 3 regular Board members may call a special meeting of the Board with 3 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 4 business days after the close of each Board meeting.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of 3 If Total Board Members Is 5, 6 If Total Board Members Is 10 persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxy

Board members shall not be allowed to vote by written proxy

Board Member Attendance

An elected Board Member who is absent from 3 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed 3 consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer), a Vice Chair of the Board, President (Executive Director), Vice President, a Secretary, a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in **NON-PROFIT BYLAWS**

OF COLUSA COUNTY YOUTH SHOOTING SPORTS

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of California and the Articles of Incorporation of Colusa County Youth Shooting Sports. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of California, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Colusa County Youth Shooting Sports, and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for students of grades 3rd thru 12th within the counties of Glenn, Yolo, and Colusa counties to learn safe gun handling skills and to participate in the rapidly growing interest in organized youth shooting sports. The shooting disciplines include trap, skeet, and sporting clays. The youth participate in weekly practice sessions, organized shooting tournaments and most importantly to demonstrate good sportsmanship amongst teammates, competitors and the community. CCYSS committee members are dedicated to teach each student the importance of honesty, dedication to hard work, excellent academics and to make the transition from youth to adulthood successful and rewarding.

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of California and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code").

ARTICLE 3 – OFFICES

The principal office of the Corporation/Organization shall be located at CCYSS, P.O. Box 82, Colusa, California 95932.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of California. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to 10, but no fewer than 5, Board members. The number of Board members may be increased beyond 10 members or decreased to less than 5 members by the affirmative vote of a simple majority of the then serving Board of Directors. A Board member need not be a resident of the State of California.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by a majority of those Board members at a Board meeting at which a quorum is present.

Term of Board

All appointments to the Board shall be for a term of 1 year(s). No person shall serve more than 2 consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to 2 additional year(s). No person shall serve more than 2 consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after 1 years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed 3 consecutive meetings of the Board of Directors, or a total of 4 meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 -- Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of California is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by vote of a simple majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a simple majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any 3 regular Board members may call a special meeting of the Board with 3 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 4 business days after the close of each Board meeting.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of 3 If Total Board Members Is 5, 6 If Total Board Members Is 10 persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxy

Board members shall not be allowed to vote by written proxy

Board Member Attendance

An elected Board Member who is absent from 3 consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed 3 consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer), a Vice Chair of the Board, President (Executive Director), Vice President, a Secretary, a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice President to perform all the duties of the President, and in doing so shall have all authority and powers of, and shall be subject to all of the restrictions on, the President.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. She shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 – COMMITTEES

Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 5 - Board of Directors of these bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committee of Directors, the Board may appoint an Executive Committee composed of a minimum of 3 directors, one of whom shall be the Chair of the Board of the Board and another shall be either the Vice Chair of the Board, the Secretary, or the Treasurer, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

Audit Committee

The Board, at its sole discretion, shall appoint an Audit Committee, which shall otherwise govern any committee's operations, and may be comprised of one or more persons including persons other than directors of the Corporation/Organization.

The membership of the Audit Committee shall not include the following persons:

- a) The Chair of the Board of the Board;
- b) The Treasurer of the Corporation/Organization;
- c) Any employee of the Corporation/Organization; or
- d) Any person with a material financial interest in any entity doing business with the Corporation/Organization.

In the event that the Board should appoint a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit.

It shall be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of California.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the California Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than 20% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or

c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified. Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the President, under written direction of the President the Vice-President may endorse formal contracts .

All checks and drafts drawn on banks or other depositories of funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 – RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The Corporation/Organization shall make these financial statements available to the California Attorney General and members of the public for inspection no later than 10 days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within 10 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 – FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on December 31.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by the vote of a simple majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 – CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Dolly Maffei, certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on January 10, 2017, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the County of Colusa in the State of California.

(Duly Elected Secretary)

doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Vice President

In the absence of the President, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice President to perform all the duties of the President, and in doing so shall have all authority and powers of, and shall be subject to all of the restrictions on, the President.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 – COMMITTEES

Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternate members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable.
- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 5 - Board of Directors of these bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters

presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committee of Directors, the Board may appoint an Executive Committee composed of a minimum of 3 directors, one of whom shall be the Chair of the Board of the Board and another shall be either the Vice Chair of the Board, the Secretary, or the Treasurer, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

Audit Committee

The Board, at its sole discretion, shall appoint an Audit Committee, which shall otherwise govern any committee's operations, and may be comprised of one or more persons including persons other than directors of the Corporation/Organization.

The membership of the Audit Committee shall not include the following persons:

- a) The Chair of the Board of the Board;
- b) The Treasurer of the Corporation/Organization;
- c) Any employee of the Corporation/Organization; or
- d) Any person with a material financial interest in any entity doing business with the Corporation/Organization.

In the event that the Board should appoint a Finance Committee, the members of said Finance Committee must comprise less than one-half (1/2) of the membership of the Audit Committee, and the Chair of the Finance Committee shall not serve on the Audit Committee.

The Audit Committee shall make recommendations to the Board of Directors regarding the hiring and termination of an auditor, who shall be an independent certified public accountant, and may be authorized by the Board to negotiate the auditor's salary.

The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation/Organization are in order, and after review shall determine whether to accept the audit.

It shall be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States, or any standards established and published by the Attorney General of California.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the California Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than 20% (percent) of the persons serving on the Board of Directors at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));
- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified. Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

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Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the President, under written direction of the President the Vice-President may endorse formal contracts.

All checks and drafts drawn on banks or other depositories of funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

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Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

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The Corporation/Organization shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards, under supervision of the Audit Committee established by these bylaws. The Corporation/Organization shall make these financial statements available to the California Attorney General and members of the public for inspection no later than 10 days after the close of the fiscal year to which the statements relate.

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The Board shall ensure an annual report is sent to all directors within 10 days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

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The fiscal year for this Corporation/Organization shall end on December 31.

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These bylaws may be adopted, amended, or repealed by the vote of a simple majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

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Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Dolly Maffei, certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on January 10, 2017, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the County of Colusa in the State of California.

(Duly Elected Secretary)

ASES District Collaborative Meeting

Minutes

6/2/17

11:00 at District Office

Meeting was called to order at 11:00.

In attendance: Carol Geyer, Summer Shadley, Ron Fisher, Clara Gessford, Kate Kellogg, Jasmine Duarte

- Clara Gessford started the meeting by talking about the Quality Program Improvement Plan for AES. She stated that the focus at AES was staff development which falls under the programmatic standard, quality staff. She stated that she surveyed the staff and determined that behavior management would be the area of focus for staff development. She stated that on Fridays she does 20-30 minutes of staff development with her staff and then they discuss what they have tried. It was discussed that the site leaders and paras from Grand Island and Johnson Junior High would join the AES staff 1x/month for collaborative staff development for the 17/18 school year.
- The next goal for AES and GI was to have volunteers in the community bring enrichment opportunities to the students 5x/year. Site lead at AES said she had several scheduled but were cancelled by the volunteer. GI had 2 volunteers from the community come in throughout the year. For the 17/18 school year the leads at AES and GI will calendar their volunteers for the year and turn in the schedule to the site administrator.
- The lead at Johnson Junior High discussed that next year the teachers will post homework for the week which will help communication between afterschool staff and classroom teachers and ensure students are completing homework in ASES.
- The snack menu was discussed at each site and ASES lead stated that snack is different at AES than at the other sites. JJH and GI are happy with snack offerings. Admin will look into this.
- Emergency procedures were discussed and sites will review emergency procedures at the start of the 17/18 school year. Lock-down procedures were discussed for AES and the suggestion was made to utilize only 1 door in the multi-room so that there is only one door that needs to be locked in the event of an emergency.
- AES site administrator and site lead will work on a solution for parent phone contact for the 17/18 school year.
- Site administrators will work on updating the Quality Program Improvement Plan and return to Carol Geyer who will then turn it in to the County Office.

Meeting was adjourned at 11:50.

**TCIP Participants and Mentors
2017/18 School Year**

AES

1st Year TCIP	TCIP Teacher	Mentor
	1. Mallory Lomeli	Allison Jansen
	2. Alena Anberg	Megan Hall

AES

2nd Year TCIP	TCIP Teacher	Mentor
	1. Martha Martinez	Molly Conrado

JJH

1st Year TCIP	TCIP Teacher	Mentor
	1. Nadia Chechi	Danielle Schaad
	2. Justin Valencia	Kevin Wolfman

JJH

2nd Year TCIP	TCIP Teacher	Mentor
	1. Mary Reilly	Amy Hannon
	2. Alexandra Rudorff	Amy Kuykendall

PHS

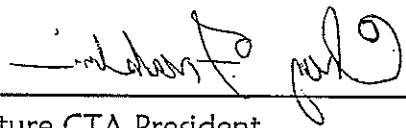
1st Year TCIP	TCIP Teacher	Mentor
	1. Sean Gallagher	Scott Burnum
	2. Max Struble	Amy Kuykendall

PHS

2nd Year TCIP	TCIP Teacher	Mentor
	1. Michael Barber	Lisa Burnum

PHS Intern

Intern Teacher	Mentor
Chris Hall	Megan Hall

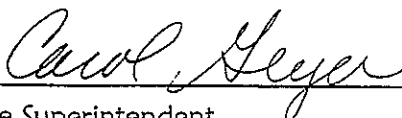


5-23-17

Signature CTA President,

Date

Pierce Joint Unified School District



5/23/17

Signature Superintendent

Date

Pierce Joint Unified School District

PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #16/17-33

**RESOLUTION REGARDING THE
2017/18 EDUCATION PROTECTION ACCOUNT**

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 22, 2017.

Board Member

Board Member

Board Member

Board Member

Board Member

2014-15 Education Protection Account
 Program by Resource Report
 Expenditures by Function - Detail

Pierce Joint Unified School District

2017/18 Estimated EPA

Expenditures through: June 30, 2018

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,904,217.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		1,904,217.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	1,904,217.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		1,904,217.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

PIERCE JOINT UNIFIED SCHOOL DISTRICT
Arbuckle, California

RESOLUTION #16/17-34

**AUTHORIZATION FOR THE DISTRICT AND/OR COLUSA
COUNTY OFFICE OF EDUCATION TO MAKE
YEAR END BUDGETARY ADJUSTMENTS**

WHEREAS, there is a need for budgetary transfers at the end of each school year;

NOW THEREFORE, BE IT RESOLVED, that (Pursuant to Education Code Section 42601), this District hereby authorizes the District and/or Colusa County Office of Education to “make such transfers between the undistributed reserve and any expenditure classification(s) or balance any expenditure classifications of the budget” for Pierce Joint Unified School District as are necessary to permit the payment of obligations incurred during the 2016/17 school year.

PASSED AND ADOPTED on June 22, 2017 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
June 22, 2017**

**RESOLUTION #16/17-35
General Fund**

2016-17 Beginning Balance	\$7,081,749
Estimated Income	<u>16,271,280</u>
Total Income + Beg. Balance	23,353,029

REVENUES:

Resource # and Description
0000 0000 Unrestricted
Contribution to Sp Ed

	<i>Current Budget</i>	<i>Revenue Revision</i>	<i>Revised Budget</i>
	7,663,958	3,974	7,667,932
	3,974		
	\$3,974		
6387 CTE Incentive Grant	107,735	115,234	222,969
6500 Special Ed-Excess Cost	810,788	(3,974)	806,814

Revenue Revision	115,234
Revised Revenue	<u>16,386,514</u>
Revised Revenue + Beg. Balance	<u><u>23,468,263</u></u>

EXPENDITURES

Resource # and Description
6500 Special Ed-Excess Cost
6387 CTE Incentive Grant

	<i>Current</i>	<i>Expenditure Revision</i>	<i>Revised Expenditures</i>
	810,788	(3,974)	806,814
	107,735	115,234	222,969

Expenditure Revision	111,260
Total Current Expenditures	<u>18,588,345</u>
Revised Expenditure Budget	<u><u>18,699,605</u></u>

2016-17 Beginning Balance	\$7,081,749
+Total Revised Revenue	16,386,514
Less Revised Expenditure Budget	<u>(18,699,605)</u>
Estimated Ending Fund Balance	<u><u>\$4,768,658</u></u>

PASSED AND ADOPTED this 22nd day of June 2017 at a meeting of the Board of Trustees of Pierce Joint Unified School District.

AYES:
NOES:
ABSENT:

Carol Geyer, Superintendent

Date

District: Pierce Joint Unified School District
 CDS #: 61614

Adopted Budget
2017-18 Budget Attachment

RESOLUTION #16/17-36: Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	2017-18 Budget	Objects 9780/9789/9790
01	General Fund/County School Service Fund	\$4,664,656.00	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$1,050.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	\$4,665,706.00	
	District Standard Reserve Level	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	\$432,320.00	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	\$4,233,386.00	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	Fund	2017-18 Budget	Description of Need
01	General Fund/County School Service Fund	\$1,837,908.00	Facility Needs - Cafeteria/Modernizations
01	General Fund/County School Service Fund	\$400,000.00	Technology
01	General Fund/County School Service Fund	\$450,000.00	Deferred Maintenance
01	General Fund/County School Service Fund	\$258,982.00	Set aside for Textbook Adoptions
01	General Fund/County School Service Fund	\$240,000.00	Café Vans/Bus/Suburban/Vehicle Replacement
01	General Fund/County School Service Fund	\$710,496.00	Board Fund Balance Policy requiring available reserves of at least 5% of total unrestricted general fund expenditures and recommended one year LCFF growth reserve
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$336,000.00	Bus Replacement
	Total of Substantiated Needs	\$4,233,386.00	

Remaining Unsubstantiated Balance \$0.00 Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

The Single Plan for Student Achievement

School: Arbuckle Elementary School
CDS Code: 06616146003511
District: Pierce Joint Unified School District
Principal: Summer Shadley
Revision Date: April 6, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Summer Shadley
Position: Principal
Phone Number: 530.476.2522
Address: 701 Hall St.
Arbuckle, CA 95912-0100
E-mail Address: sshadley@pierce.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 22, 2017.

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Comprehensive Needs Assessment Components

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement. The staff, School Site Council and the School Board reviews state scores in language arts, and mathematics annually, along with the local NWEA MAP district assessments and the CELDT scores. Teachers meet individually with the principal at the beginning of the school year to conduct test chats based on the previous year's assessment data. These scores are analyzed as a whole and broken down by subgroups to identify specific areas of focus for specific student groups. Once areas and students are identified, action plans go into effect on how to make improvements on the academic achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC #7). Unit tests and/or chapter test are given at the completion of each unit/chapter in both language arts and math. Academic Conferences are then held with the grade level teams to look at the scores and discuss current and best practices that are reflected in the results. The reading specialist, ELD teachers, and special education teachers are also part of the sharing of information about students. Following this analysis, teachers create action plans to meet the needs of individual students' academic achievement. Teachers write their annual Stull goals based on the data. These plans contain SMART goals, meaning they are specific, measurable, attainable, results based and time bound. These goals are monitored and evaluated on a regular basis. Results are reported to the principal and new action plans are created based on the new data. Along with end of unit assessments from the adopted curriculum, other assessments used include BPST (Basic Phonics Skill Test) in grades K-2, tri-annual running records on reading assessments, SRI (Scholastic Reading Inventory), writing assessments, NWEA MAP tri-annual data, Compass Learning data, Lexia data, and ST Math data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

This was part of NCLB and is no longer a requirement.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC # 5). At this time we have one teacher intern that will complete her program and be awarded a credential by the start of the 2017-2018 school year. All other teaching staff are fully credentialed. All fourth and fifth grade teachers participated in a STEM training through UC Davis (2014, 2015). All staff received a training with the publisher of the newly adopted mathematics program, Go Math (2014, 2015). All teachers participated in a full day training with the publisher of the newly adopted ELA curriculum, Wonders (2016). The literacy coach is receiving continuous training to support the staff. The staff received on site training for Illuminate in 2014 and 2015. In April 2016, the administrator along with the instructional coach attended a training on building teacher capacities. In 2017, the district administration team attended a training on building coherence within the district. The ELD coordinator, literacy coach, instructional coach, and principal attended multiple training at Sacramento County Office of Education regarding ELD standards and the ELA/ELD framework. In 2017, the kindergarten team attended a kindergarten conference with the literacy coach and instructional coach.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development to content standards, assessed student performance, and professional needs. Each year the staff determines the focus of staff development activities based on the school goals and plans set by the School Site Council and School Board. The equivalent of six days a year are designated as Staff Development Days, and are student non-attendance days. Additional instructional minutes allow early release of students on Wednesdays. Weekly, each grade level team of teachers meets to collaboratively look at student work and plan instruction. The staff then meets to receive training on instructional strategies and standards primarily in the areas of math, languages arts, STEM, and ELD (EPC #6 & 8). The ideas for additional staff development arise during academic conferencing. The literacy coach fulfills those needs when she meets with individual grade level teams. Training on the Common Core State Standards (CCSS) are being attended by the principal and literacy coach through Sacramento County Office of Education and are offered by the literacy coach during Wednesday release time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers (e.g. use of content experts and instructional coaches) (EPC #6). Previously, Dr. Marilyn Bates worked with the staff for four years on effective instructional strategies beginning in 2005. She worked directly with the principal to coach her on supporting the specific needs of the staff. The principal provides staff development to teachers on Quality First Instruction utilizing Explicit Direct Instruction. The principal and vice principal conduct walk-throughs to reinforce and refine teaching skills. All beginning teachers are assigned a TCIP (Tri County Induction Program) support provider for their first two years. The literacy and instructional coaches work closely with the teachers providing training, feedback, and modeling lessons. The ELD teachers provide resources as needed for English Language Learners. One staff meeting a month is dedicated to staff development in the area of ELD. Teachers are eligible to request assistance through the district's Peer Assistance and Review (PAR) if they are needing additional support. Teachers receiving "unsatisfactory" on their evaluations are assigned to PAR and given additional support from a PAR coach.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level (K-5) (EPC#8). Time is built in for weekly collaboration among grade levels. Academic conferencing is held following ELA unit/chapter assessments and following the fall and winter administration of NWEA. This conferencing takes place during Wednesday release time. Seven staff members including the principal attended the Professional Learning Community training from the DuFours at Sacramento County Office of Education for two days in January 2012. The first grade team along with the principal attended a training offered through the Yolo County Office of Education (2016).

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards. Staff development for breaking down the standards for instructional purposes will be provided on an ongoing basis with an emphasis on the new ELA/ELD framework and standards. The newly adopted ELA Wonders curriculum became available during the 2016-2017 school year. Teachers were given time to align the curriculum to the standards and develop instructional opportunities that are aligned to CCSS. During the 2017-2018 school year we will pilot a science curriculum and look to adopt a program for the 2018-2019 school year. Supplemental CCSS materials were purchased in math for grades K- 2 (2013/14). In July 2014, the staff was trained with the new math adoption, Go Math. At this time teachers were given time to become familiar with the alignment of the new math curriculum with the CCSS. In August 2007, staff development was provided for the newly adopted Houghton Mifflin Science adoption. Instructional staff is committed to teaching the grade level content standards to all of the students in the grade and to supporting all students in achieving mastery. Teachers post standards based learning objectives in the classroom daily.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-5) (EPC #2). Two and one-half hours are allocated for instruction of language arts in grades K-3 each day. Two hours are allocated a day for grades four and five in language arts. For math, each grade level allocates 60 minutes in grades first through fifth, not including homework. Additional time, or leveled support, is given to students performing below grade level during workshop time and before and after school programs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule (K-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC #3). Each year, grade level teams develop a pacing schedule for language arts and mathematics. This schedule is turned into the principal. Teachers adhere to the schedule during the school year. Pacing is based on teaching all standards prior to the California Assessment of Student Performance and Progress (CAASPP). Additional time for individualized support is given to students performing below grade level during workshop time, and before or after school.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards-based instructional materials appropriate to all student groups. Standards-based instructional materials are available to all students. Additional resources for particular groups include, Wonders Designated ELD Program and Rosetta Stone for English Language Learners. Compass Learning is available for all students to receive leveled instruction based on student NWEA MAP scores. Otter Creek Rocket Math for math facts is used in grades 1-5. During workshop, instruction is differentiated to meet the needs of all students. Read Naturally is another research-based resource used to build reading fluency. Lexia is an intervention support for students in the area of language arts. FASTT Math is utilized to build fluency with math facts. All students TK-5 have access to ST Math and are given the suggested instructional time to complete the program in class.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC #1). All curriculums in language arts, mathematics, science and social studies are state approved. Intervention materials for each adoption were purchased when available. The language arts adoption included Program 2 for English Learners.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable under performing students to meet standards (EPC #1). Adaptations of curriculum, instruction and/or assessment will be made for under performing students in the form of modifications or accommodations based upon the student's needs. Students not making adequate yearly progress based on their CELDT levels, receive ELD instruction four times per week for 40 minutes. English learners making yearly language progress are supported in the core curriculum through the use of EL support materials within the adopted program. Students identified as under performing can also receive support in the following ways: individual or small group instruction from the classroom teacher, literacy group with the Reading Specialist, and/or flexible groupings at student's developmental levels during workshop.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement at this school (EPC #1). Direct instruction is used as a primary strategy for instruction. Active participation is a practice used by all teachers to engage students during academic time. Time on task and teaching to the content standards is maximized to ensure learning. Integrating the use of technology as a tool for the teacher is a part of best practices. Building background knowledge, vocabulary, and academic language is another major focus of the school based on the gains found in research. Students setting their own goals with the support of the teacher and monitoring those goals on a regular basis are an additional practice in place which research again shows is effective. Teachers have set Wildly Important Goals (WIG) and have identified lead and lag measures to discuss with the accountability on a weekly basis.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students. The school district provides the After School Education and Safety (ASES) program on a daily basis for 90 students in grades 2-5. Parents are highly encouraged to participate in their child's education through the attendance of Back-to-School Night, family nights, parent-teacher conferences, and Open House. Additional parent trainings are offered throughout the year. Parents are also a vital component of our Student Success Team (SST) meetings. During an SST meeting, a student's progress is reviewed and an intervention plan is facilitated to best support the student. Possible resource supports include: access to mental health services, including Primary Intervention Program (PIP), and Second Step. The Family Action Center located on campus also serves as a resource for after school care, homework help, tutoring, adult education classes, the facilitation of Medical applications, and a link to additional resources a family may need. The District Attendance Review Team (DART) made up of site administrators, meets with parents and students with attendance issues. Parents sign a contract stating their child will be at school daily. Failing to do so results in a referral to the county probation department. In 2016, the Parent Institute for Quality Education (PIQE) was offered to parents in English and Spanish.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involvement of parents, community representatives, classroom teachers, other school personnel, in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932). The School Site Council meets on a monthly basis to monitor the consolidated application programs. The council is made up of parents and staff members. During the 2005-06 school year, a Categorical Program Monitoring (CPM) took place and there were no findings of non-compliance under the programs overseen by the School Site Council. The English Language Advisory Committee (ELAC) meets at least twice a year. This committee is made up of parents of English Language Learners and staff. The District English Language Advisory Committee (DELAC) meets a minimum of two times per year.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable under-performing students to meet standards (EPC #9). A minimum of 10% of Title I funds are allocated for staff development. A literacy coach trains and coaches teachers in reading and writing instructional strategies. An ELD teacher provides instruction to beginning language learners. She also provides training for teachers. A reading specialist instructs students not meeting grade level standards in reading. Before and after school interventions are taught by classroom teachers to support under-performing students. Mental health services are provided in part by categorical funds, when needed.

18. Fiscal support (EPC)

Supplemental and concentrated funds are prioritized and aligned to support the EPCs and the Single Plan for Student Achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	119	96	118	94	118	94	99.2	97.9
Grade 4	105	119	103	117	103	117	98.1	98.3
Grade 5	109	107	108	107	108	107	99.1	100
All Grades	333	322	329	318	329	318	98.8	98.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2417.8	2414.0	19	16	25	27	28	24	29	33
Grade 4	2428.6	2442.2	9	16	16	20	32	24	44	40
Grade 5	2472.4	2454.7	8	5	26	24	30	24	36	47
All Grades	N/A	N/A	12	12	22	23	30	24	36	40

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	17	14	46	47	37	39	
Grade 4	14	16	50	44	37	40	
Grade 5	13	13	43	33	44	54	
All Grades	15	14	46	41	40	45	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	18	12	52	60	31	29
Grade 4	6	13	50	46	44	41
Grade 5	12	11	53	45	35	44
All Grades	12	12	52	50	36	38

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	16	10	67	73	17	17
Grade 4	6	15	68	68	26	18
Grade 5	6	9	65	64	29	27
All Grades	10	11	67	68	24	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	22	51	53	23	24
Grade 4	8	24	57	49	35	27
Grade 5	19	14	61	59	19	27
All Grades	18	20	56	53	26	26

Conclusions based on this data:

1. CAASPP data revealed that two-thirds of our students are not meeting grade level proficiency in ELA.
2. Just over half of the students in-grades 1-5 are meeting grade level proficiency standards for lexile.
3. Research/Inquiry and listening had the most students At or Near/Above Standard with 77% in research/inquiry and 74% in listening. Reading and writing will be our focus as they had the highest percentage of students below standard with 40% in reading and 36% in writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	119	96	118	95	118	95	99.2	99
Grade 4	105	119	105	117	105	117	100.0	98.3
Grade 5	109	107	108	107	108	107	99.1	100
All Grades	333	322	331	319	331	319	99.4	99.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2437.8	2434.5	14	19	42	31	29	32	16	19
Grade 4	2446.2	2473.3	3	15	23	26	47	41	28	18
Grade 5	2490.6	2474.7	9	10	21	14	43	36	27	40
All Grades	N/A	N/A	9	14	29	24	39	36	23	26

Concepts & Procedures						
Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	33	50	39	20	28
Grade 4	13	30	41	38	46	32
Grade 5	16	18	45	33	39	50
All Grades	20	27	46	37	34	37

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	15	56	56	24	29
Grade 4	6	18	46	56	49	26
Grade 5	8	9	56	36	35	54
All Grades	12	14	53	49	35	37

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	31	58	54	18	16
Grade 4	7	20	53	58	40	22
Grade 5	9	6	55	49	36	46
All Grades	14	18	55	54	31	28

Conclusions based on this data:

1. CAASPP results show that 2/3 of the students are not meeting grade level proficiency at AES.
2. Roughly 33% of students are below standards in the areas of concepts and procedures, problem solving, data analysis, and communicating reasoning.
3. Concepts and procedures is the area with the most students (20%) above standard.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				25			50	8		25	50			42	
1		2		19	25		48	49		22	11		12	13	
2				22	27		50	54		28	14			6	
3	11	2		29	26		40	58		16	12		3	2	
4		7		39	21		55	60		3	12		3		
5	17			54	48		25	41		4	7			3	
Total	4	2		28	27		45	51		17	14		4	7	

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				1			13	7		21	32		65	62	
1		2		19	24		48	50		22	11		12	13	
2				21	25		52	52		27	15			8	
3	11	3		30	28		41	55		16	11		3	3	
4		11		38	23		53	53		6	13		3		
5	17			54	45		25	39		4	6			9	
Total	3	2		22	23		38	43		18	15		18	17	

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	219	246	264
Percent with Prior Year Data	99.1%	98.8%	99.6%
Number in Cohort	217	243	263
Number Met	134	155	143
Percent Met	61.8%	63.8%	54.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	266	20	286	31	285	39
Number Met	66	--	62	18	58	13
Percent Met	24.8%	--	21.7%	58.1%	20.4%	33.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	363	397	384
Percent with Prior Year Data	99.4	99.2	99.7
Number in Cohort	361	394	383
Number Met	224	242	204
Percent Met	62.0	61.4	53.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	337	118	346	127	342	123
Number Met	85	62	77	66	65	52
Percent Met	25.2	52.5	22.3	52.0	19	42.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #1:
Arbuckle Elementary Students will meet or exceed standards on the 2017/18 California Assessment of Student Performance and Progress (CAASPP). Seventy percent of Arbuckle Elementary School Students will be proficient on SRI in grades 2-5 by the end of the year.
Data Used to Form this Goal:
Scholastic SRI reports and 2016 CAASPP results were used to form this goal. 49% of students at AES are proficient or advanced on SRI in April 2017. 35% of the students at AES were meeting or exceeding standards on the 2016 ELA CAASPP. 29% of Hispanics were meeting or exceeding standards in 2016. This is up 4% from the 2015 administration. 59% of whites were meeting or exceeding standards in 2016, up 3% from 2015. 28% of economically disadvantaged students were meeting or exceeding standards in 2016, up 4% from 2015. 56% of not economically disadvantaged students were meeting or exceeding standards in 2016, up 1% from 2015. 22% of English learners were meeting or exceeding standards in 2016, up 4% from 2015. 46% of Fluent English Proficient and English Only were meeting or exceeding standards in 2016, up 2% from 2015. Please note that the 2017 CAASPP testing window is currently not available.
Findings from the Analysis of this Data:
Data revealed that two-thirds of our students are not meeting grade level proficiency in ELA.
How the School will Evaluate the Progress of this Goal:
Data will be monitored by grade levels every six weeks during Academic Conferencing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Model classroom lessons, coach teachers as they teach lessons, provide staff development to teachers	8/10/2017-6/1/2018	Principal Literacy Coach	Materials & Supplies	LCFF: Supplemental/Concentration	1,000
			Salary-Literacy Coach(District-wide)	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	58,021
			Salary-Literacy Coach(District-wide)	NCLB: Title II, Part A, Teacher Quality	58,021

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Small group reading intervention for struggling readers 4 days per week for 30 minutes	8/10/2017-6/1/2018	Reading Specialist	Salary	LCFF: Supplemental/Concentration	93,000
			Material & Supply	LCFF: Supplemental/Concentration	500
Struggling students will complete computer lessons on a weekly basis (Lexia)	8/10/2017-6/1/2018	Classroom teachers	License Fee- Lexia	LCFF: Supplemental/Concentration	9,500
Students will be placed in before or after school intervention and utilize Compass Learning	8/10/2017-6/1/2018	Classroom teachers	Salaries	LCFF: Supplemental/Concentration	35,367
			Materials & Supplies	LCFF: Supplemental/Concentration	500
			Compass Learning License Fee	Lottery: Instructional Materials	15,356
			Compass Learning License Fee	Lottery: Unrestricted	1,344
Recognize students with ribbons, books and trophies for reading	8/10/2017-6/1/2018	Classroom teachers	Trophies, ribbons, award paper, pencils	Lottery: Unrestricted	1,500
Purchase additional materials needed for full implementation of programs	8/10/2017-6/1/2018	Literacy Coach, Principal	Textbooks, consumables	Instructional Materials Realignment, IMFRP (AB 1781)	1,000
			Textbooks, consumables	Lottery: Instructional Materials	1,000
Provide assistance with homework and offer curriculum enrichment activities.	8/10/2017-6/1/2018	ASES Lead and Classroom teachers	Salaries & Materials	After School and Education Safety (ASES)	107,143
Teachers will receive training on Explicit Direct Instruction strategies with an EL emphasis	8/10/2017-6/1/2018	Principal	Materials & Supplies	LCFF: Supplemental/Concentration	200
Students in grades 1-5 will do SRI assessments and take Reading Counts Quizzes	8/10/2017-6/1/2018	Principal and Reading Specialist	License Fee	LCFF: Supplemental/Concentration	1,300
			Coordinator Stipend	LCFF: Supplemental/Concentration	500
Teachers will insist on students setting goals for Reading Counts and insisting on reaching their reading challenge.	8/10/2017-6/1/2018	Classroom teachers	Student Rewards	Lottery: Unrestricted	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Online teacher resources and videos for teachers to use in the classroom to supplement instruction. Online student resources for research projects.	8/10/2017-6/1/2018	Teachers	License fees	LCFF: Supplemental/Concentration	2,130
Provide parent trainings on reading instruction and reading programs, and Common Core State Standards	8/10/2017-6/1/2018	Principal, Instructional Coach, Reading Specialist, Literacy Coach, Teachers	Salaries and childcare Copies and materials	LCFF: Supplemental/Concentration LCFF: Supplemental/Concentration	1,000 500
Purchase computer software for library book check-out system allowing students access to reading books	8/10/2017-6/1/2018	Technology Director, Principal, Library Clerk	Materials & Supplies Library Software Salary	LCFF: Supplemental/Concentration LCFF: Supplemental/Concentration NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	200 1,196 19,578
School library and computer lab will be open one day a week for 2 hours in the summer for students to check-out books and take Reading Counts Quizzes. This will be a 7-8 week program. Students will receive a pool pass for participating.	8/10/2017-6/1/2018	Teachers, Principal	Salaries Incentives	LCFF: Supplemental/Concentration LCFF: Supplemental/Concentration	1,500 250
Purchase copier paper for instructional materials.	8/10/2017-6/1/2018	Principal	Purchase Copy Paper	Lottery: Unrestricted	8,000
Continue transportation for late bus route to extend school day for RtI	8/10/2017-6/1/2018	Principal, Transportation Director	District Fund	LCFF: Supplemental/Concentration	10,377
Purchase additional books to increase library collections	8/10/2017-6/1/2018	Principal, Librarian	Library Books	Lottery: Instructional Materials	1,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #2: Arbuckle Elementary School Students will meet or exceed standards on the 2016/2017 California Assessment of Student Performance and Progress (CAASPP) in mathematics. Seventy percent of the 3-5 students will meet or exceed standards in math as measured by the 2016 California Assessment of Student Performance and Progress (CAASPP). Seventy percent of students in K-2 will be at grade level proficiency on the NWEA Maps test.
Data Used to Form this Goal: CAASPP and NWEA Map data was used to form this goal. 37% of the students at AES were meeting or exceeding standards on the 2016 math CAASPP. In 2015, we had 38% of the students meeting or exceeding standards. 24% of Hispanics were meeting standards in 2016. 30% of Hispanics were meeting or exceeding standards in 2015. 53% of whites were meeting or exceeding standards in 2016. In 2015, 55% of whites were meeting or exceeding standards in 2015. In 2015, 23% of economically disadvantaged students were meeting or exceeding standards in 2016. In 2015, 30% of economically disadvantaged students were meeting or exceeding standards. In 2016, 58% of not economically disadvantaged students were meeting or exceeding. 53% of not economically disadvantaged students were meeting or exceeding standards in 2015. 25% of English learners were meeting or exceeding standards in 2016. In 2015, 27% of the English learners were meeting or exceeding standards. 48% of Fluent English Proficient and English Only were meeting or exceeding standards in 2016. 44% of Fluent English Proficient and English Only were meeting or exceeding standards in 2015. In January 2017 we had 42% of the students meeting grade level norm on NWEA. In 2016 at the end of the year we had 44% of the students meeting grade level norm on NWEA. Please note that the 2017 CAASPP results are currently not available as well as the 2017 end of year data for NWEA.
Findings from the Analysis of this Data: Just over two thirds of the students at AES are not meeting grade level standards.
How the School will Evaluate the Progress of this Goal: Teachers and administrators will partake in academic conferencing and analyze data every 6-8 weeks. Action plans will be created and implemented following the data analysis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Implement FASST Math computer program for math facts for all students in grades 1-5. Program usage will be monitored by teacher and principal.	8/10/2017-6/1/2018	Classroom teachers, principal	License Fee	Lottery: Instructional Materials	
Students will be placed in before, during or after school intervention using Compass Learning. Compass usage for interventions will be monitored by teacher and principal.	8/10/2017-6/1/2018	Classroom teachers and yard supervisor	Salaries	LCFF: Supplemental/Concentration	5000
				LCFF: Supplemental/Concentration	1500
Purchase additional math resource materials as needed	8/10/2017-6/1/2018	Principal	Curriculum materials	Instructional Materials Realignment, IMFRP (AB 1781)	1,200
Recognize students for passage of math facts with ribbons	8/10/2017-6/1/2018	Classroom teachers	ribbons, award paper	Lottery: Unrestricted	614
				LCFF: Supplemental/Concentration	386
Provide training on math content and math programs	8/10/2017-6/1/2018	Principal and teachers	salaries, copies, incentives, childcare	LCFF: Supplemental/Concentration	600
				LCFF: Supplemental/Concentration	
Purchase a site license of ST Math K-5	8/10/2017-6/1/2018	Principal, Teachers	District Fund License	LCFF: Supplemental/Concentration	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #3:
English Language Learners will move one language proficiency level per year (AMAO #1)
Data Used to Form this Goal:
2016 CELDT data was used to form this goal. We did not meet our goal of 63.5% of the students meeting target for AMAO 1 as we had 56.5% of students meeting AMAO 1 on the 2016 CELDT administration.
Findings from the Analysis of this Data:
Students at the Intermediate level do not tend to move a level in one year.
How the School will Evaluate the Progress of this Goal:
Individual teachers will monitor student progress through the use of the Intervention tab in Aeries. ELD teachers will meet with classroom teachers on a weekly basis to align designated support with what students are getting in the classroom. All students who have not advanced one proficiency level per year will get designated ELD support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Teachers will review CELDT data a minimum of 2 times per year	8/10/2017-6/1/2018	Classroom teachers	No additional cost		
Students not progressing one language level per year will receive ELD instruction from the ELD teacher.	8/10/2017-6/1/2018	ELD teacher, classroom teachers	Salary	NCLB: Title III, Limited English Proficiency (LEP) Student Program	56,319
Rosetta Stone computer software will be utilized for ELL students at levels 1 & 2 who are newcomers	8/10/2017-6/1/2018	ELD teacher	Computer license fee	LCFF: Supplemental/Concentration	545

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
English Learners making language level proficiency goals receive EL support through the adopted language arts program in the regular classroom.	8/10/2017-6/1/2018	Classroom teacher	No additional cost		
Instructional aide will support Kindergarten students needing ELD services. She will do ELPAC testing and clerical work related to the ELPAC test	8/10/2017-6/1/2018	ELD teacher, Principal, and 2 paraeducators	Salary	LCFF: Supplemental/Concentration	31,099
			Materials & Supplies	LCFF: Supplemental/Concentration	250
Attend ELD trainings offered off site	8/10/2017-6/1/2018	Principal, ELD coordinator	travel and conference	LCFF: Supplemental/Concentration	1500
ELD training will be provided to ELD staff and classroom teachers a minimum of 1x a month	8/10/2017-6/1/2018	Principal, ELD Coordinator	No additional cost		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education
LEA/LCAP GOAL:
Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
SCHOOL GOAL #4:
The percentage of 5th graders scoring in the Healthy Fitness Zone (HFZ) for Body Composition will increase by 5% from 63.3% to 68% as measured on the California Physical Fitness Test (PFT).
Data Used to Form this Goal:
The California Physical Fitness Test (PFT) data was used to form this goal. On the 2016 administration of the PFT 62.4% of students were in the Healthy Fitness Zone for Body Composition.
Findings from the Analysis of this Data:
This was the lowest area on the Physical Fitness Test (PFT).
How the School will Evaluate the Progress of this Goal:
Pedometer data will be collected on the 5th grade students and students will set individual personal goals for body composition in their PE classes. This data will be reviewed and monitored with the physical education teacher on a tri-annual basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Cardio activities will makeup 70% of the students time in PE.	8/10/2017-6/1/2018	Physical Education Teacher	Purchase additional PE equipment as needed	Lottery: Unrestricted	2000
Increase playground equipment available to students	8/10/2017-6/1/2018	Principal	Purchase playground equipment	Lottery: Unrestricted	1500
Maintain Adventure Fitness subscription for rainy day PE activity	8/10/2017-6/1/2018	Principal	Purchase license	Lottery: Unrestricted	150
Continue UC Extension Cal Fresh program and promote healthy eating	8/10/2017-6/1/2018	Principal PE Teacher	No additional funds needed	None Specified	

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
SCHOOL GOAL #5:
Students will feel a sense of connectedness in school environment.
Data Used to Form this Goal:
Student surveys and number of referrals.
Findings from the Analysis of this Data:
Some students were not feeling connected to school.
How the School will Evaluate the Progress of this Goal:
Data will be reviewed by School Site Council in our Safe School Plan every year. School administration will work closely with classroom teachers and the school counselor to intervene early for students who are not connected to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain school counselor	8/10/2017-6/1/2018	Superintendent	Salary	LCFF: Supplemental/Concentration	44,692
Implement Bulldog Store for Positive Behavior Intervention System	8/10/2017-6/1/2018	Principal	Supplies	Lottery: Unrestricted	1500
Purchase School Connection Subscription	8/11/2016-6/2/2017	Principal, Secretary	Purchase Home School Connection	Lottery: Unrestricted	676
Afterschool Clubs are offered on Monday for students to engage in art, technology, knitting, and Legos.	8/11/2016-6/2/2017	Principal, club advisors (teachers)	Salary	LCFF: Supplemental/Concentration	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain K-3 Class Size Reduction	8/11/2016-6/2/2017	Principal	District Funded	LCFF: Supplemental/Concentration District Funded	38,255 173,980
Maintain increase facility services at school sites by adding an additional 1.5 hours to one part-time classified custodial staff position.	8/10/2017-6/1/2018	Superintendent, principal, facility director	Salary	LCFF - Base	6,450
Provide campus supervisor for students waiting for late route bus	8/11/2016-6/2/2017	Superintendent, principal	Salary	LCFF: Supplemental/Concentration	2,400
Maintain Buddy Bench for students on the playground	8/10/2017-6/1/2018	Principal	Maintenance		50
Continue PIP/Second Step Contract with Colusa County Office of Education	8/10/2017-6/1/2018	Principal	Salary	Lottery: Unrestricted	2500
Continue Lunch Bunch with school counselor 1x week	8/10/2017-6/1/2018	Counselor	No additional cost		
Meet with students that have chronic absences 1x month and set goals.	8/10/2017-6/1/2018	Principal, Counselor, Vice Principal	Incentives	Lottery: Unrestricted	250
Bus drivers use tickets to reward positive behavior on the bus. At monthly awards assembly a ticket will be drawn and that student will receive a reward.	8/10/2017-6/1/2018	Principal, technology director, counselor	Incentives	Lottery: Unrestricted	150
Train conflict facilitators in the 4th and 5th grade to mediate student to student issues.	8/10/2017-6/1/2018	Vice Principal	Training Supplies	Lottery: Unrestricted Lottery: Unrestricted	520 250
Welcome wagon meet 4x year and be trained to welcome new students to the school.	8/10/2017-6/1/2018	Vice Principal	No additional cost		

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #6: Purchase technology equipment that will enhance the educational program.
Data Used to Form this Goal: The number of computer to student ratio and the age of technology currently available.
Findings from the Analysis of this Data: Some technology equipment needs to be updated. Many teacher laptops and Elmos are reaching their maximum life usage.
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Update computers, printers, purchase tablets, interactive boards, ink cartridges and projector bulbs	8/10/2017-6/1/2018	Principal	Technology Equipment	LCFF: Supplemental/Concentration	25000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF: Supplemental/Concentration	314,247	0.00
After School and Education Safety	107,143	0.00
NCLB: Title I, Part A, Basic Grants Low-	77,599	0.00
NCLB: Title II, Part A, Teacher Quality	58,021	0.00
NCLB: Title III, Limited English	56,319	0.00
Lottery: Instructional Materials	25,856	8,500.00
Lottery: Unrestricted	34,697	12,743.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	107,143.00
District Funded	173,980.00
Instructional Materials Realignment, IMFRP (AB 1781)	2,200.00
LCFF - Base	6,450.00
LCFF: Supplemental/Concentration	314,247.00
Lottery: Instructional Materials	17,356.00
Lottery: Unrestricted	21,954.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	77,599.00
NCLB: Title II, Part A, Teacher Quality	58,021.00
NCLB: Title III, Limited English Proficiency (LEP) Student	56,319.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	431,983.00
Goal 2	9,300.00
Goal 3	89,713.00
Goal 4	3,650.00
Goal 5	275,623.00
Goal 6	25,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Summer Shadley	X				
Susie Stassi		X			
Lupe Corona		X			
Melissa Van Laningham				X	
Jodi Arens		X			
Steve Saunders		X			
Martha Ramos				X	
Laura Hansen		X			
Amy Joel				X	
Jody Ehrke		X			
Amy Gibbons				X	
Juan Manuel Garcia				X	
Sarah Regnani				X	
Sallie LaGrande				X	
Jennifer Wayman				X	
Cathy Lopez			X		
Numbers of members of each category:	1	6	1	8	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

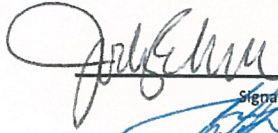
Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

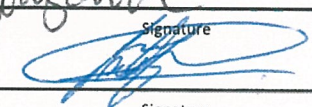
Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):



 Signature



 Signature

 Signature

 Signature

 Signature

 Signature

 Signature

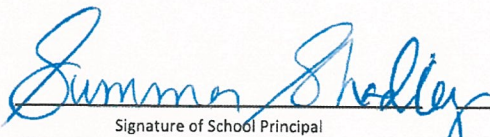
 Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 5/9/17.

Attested:

Summer Shadley

 Typed Name of School Principal



 Signature of School Principal

5-10-17

 Date

Jody Ehrke

 Typed Name of SSC Chairperson



 Signature of SSC Chairperson

5-10-17

 Date

The Single Plan for Student Achievement

School: Grand Island Elementary School
CDS Code: 06616146003537
District: Pierce Joint Unified School District
Principal: Summer Shadley
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Summer Shadley
Position: Principal
Phone Number: (530) 437-2416
Address: 551 Leven St.
Grimes, CA 95950-0030
E-mail Address: sshadley@pierce.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 22, 2017.

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Comprehensive Needs Assessment Components

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement. The staff, School Site Council and the School Board reviews state scores in language arts, and mathematics annually, along with the local NWEA MAP district assessments and the CELDT scores. Teachers meet individually with the principal at the beginning of the school year to conduct test chats based on the previous year's assessment data. These scores are analyzed as a whole and broken down by subgroups to identify specific areas of focus for specific student groups. Once areas and students are identified, action plans go into effect on how to make improvements on the academic achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC #7). Unit tests and/or chapter test are given at the completion of each unit/chapter in both language arts and math. Academic Conferences are then held with the grade level teams to look at the scores and discuss current and best practices that are reflected in the results. The reading specialist, ELD teachers, and special education teachers are also part of the sharing of information about students. Following this analysis, teachers create action plans to meet the needs of individual students' academic achievement. Teachers write their annual Stull goals based on the data. These plans contain SMART goals, meaning they are specific, measurable, attainable, results based and time bound. These goals are monitored and evaluated on a regular basis. Results are reported to the principal and new action plans are created based on the new data. Along with end of unit assessments from the adopted curriculum, other assessments used include BPST (Basic Phonics Skill Test) in grades K-2, tri-annual running records on reading assessments, SRI (Scholastic Reading Inventory), writing assessments, NWEA MAP tri-annual data, Compass Learning data, Lexia data, and ST Math data.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

This was part of NCLB and is no longer a requirement.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to SB477 training on SBE-adopted instructional materials) (EPC # 5). All teaching staff is fully credentialed. All teachers who have been on staff since 2008, attended the SB472 training for math held on site (2008). All fourth and fifth grade teachers participated in a STEM training through UC Davis (2014). All staff collaborate to offer a STEM rotation once a week for all students in the school. All staff received a training with the publisher of the newly adopted on the new math adoption, Go Math (2014). All teachers participated in a full day training with the publisher of the newly adopted ELA curriculum, Wonders (2016). The literacy coach is receiving continuous training to support the staff. The staff received on site training for Illuminate in 2014 and 2015. In April 2016, the administrator along with the instructional coach attended a training on building teacher capacities. In 2017, the district administration team attended a training on building coherence within the district. The ELD coordinator, literacy coach, instructional coach, and principal attended multiple training at Sacramento County Office of Education regarding ELD standards and the ELA/ELD framework.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development to content standards, assessed student performance, and professional needs. Each year the staff determines the focus of staff development activities based on the school goals and plans set by the School Site Council and School Board. The equivalent of six days a year are designated as Staff Development Days, and are student non-attendance days. Additional instructional minutes allow early release of students on Wednesdays. Weekly, each grade level team of teachers meets to collaboratively look at student work and plan instruction. The staff then meets to receive training on instructional strategies and standards primarily in the areas of math, languages arts, STEM, and ELD (EPC #6 & 8). The ideas for additional staff development arise during academic conferencing. The literacy coach fulfills those needs when she meets with individual grade level teams. Training on the Common Core State Standards (CCSS) are being attended by the principal and literacy coach through Sacramento County Office of Education and are offered by the literacy coach during Wednesday release time.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers (e.g. use of content experts and instructional coaches) (EPC #6). Previously, Dr. Marilyn Bates worked with the staff for four years on effective instructional strategies beginning in 2005. She worked directly with the principal to coach her on supporting the specific needs of the staff. The principal provides staff development to teachers on Quality First Instruction utilizing Explicit Direct Instruction. The principal and vice principal conduct walk-throughs to reinforce and refine teaching skills. All beginning teachers are assigned a TCIP (Tri County Induction Program) support provider for their first two years. The literacy and instructional coaches work closely with the teachers providing training, feedback, and modeling lessons. The ELD teachers provide resources as needed for English Language Learners. One staff meeting a month is dedicated to staff development in the area of ELD. Teachers are eligible to request assistance through the district's Peer Assistance and Review (PAR) if they are needing additional support. Teachers receiving "unsatisfactory" on their evaluations are assigned to PAR and given additional support from a PAR coach.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level (K-5) (EPC#8). Time is built in for weekly collaboration among grade levels. Academic conferencing is held following ELA unit/chapter assessments and following the fall and winter administration of NWEA. This conferencing takes place during Wednesday release time. Seven staff members including the principal attended the Professional Learning Community training from the DuFours at Sacramento County Office of Education for two days in January 2012. The first grade team along with the principal attended a training offered through the Yolo County Office of Education (2016).

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards. Staff development for breaking down the standards for instructional purposes will be provided on an ongoing basis with an emphasis on the new ELA/ELD framework and standards. The newly adopted ELA Wonders curriculum became available during the 2016-2017 school year. Teachers were given time to align the curriculum to the standards and develop instructional opportunities that are aligned to CCSS. During the 2017-2018 school year we will pilot a science curriculum and look to adopt a program for the 2018-2019 school year. Supplemental CCSS materials were purchased in math for grades K-2 (2013/14). In July 2014, the staff was trained with the new math adoption, Go Math. At this time teachers were given time to become familiar with the alignment of the new math curriculum with the CCSS. In August 2007, staff development was provided for the newly adopted Houghton Mifflin Science adoption. Instructional staff is committed to teaching the grade level content standards to all of the students in the grade and to supporting all students in achieving mastery. Teachers post standards based learning objectives in the classroom daily.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-5) (EPC #2). Two and one-half hours are allocated for instruction of language arts in grades K-3 each day. Two hours are allocated a day for grades four and five in language arts. For math, each grade level allocates 60 minutes in grades first through fifth, not including homework. Additional time, or leveled support, is given to students performing below grade level during workshop time and before and after school programs.

10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule (K-5) and master schedule flexibility for sufficient numbers of intervention courses (EPC #8). Each year, grade levels develop a pacing schedule for language arts and mathematics. This schedule is turned into the principal. Teachers adhere to the schedule during the school year. Pacing is based on teaching all standards prior to the California Assessment of Student Performance and Progress (CAASPP). Additional time or leveled support is given to students performing below grade level during workshop time, and before or after school.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards-based instructional materials appropriate to all student groups. Standards-based instructional materials are available to all students. Additional resources for particular groups include, Wonders Designated ELD Program and Rosetta Stone for English Language Learners. Compass Learning is available for all students to receive leveled instruction based on student NWEA MAP scores. Otter Creek Rocket Math for math facts is used in grades 1-5. During workshop, instruction is differentiated to meet the needs of all students. Read Naturally is another research-based resource used to build reading fluency. Lexia is an intervention support for students in the area of language arts. FASTT Math is utilized to build fluency with math facts. All students TK-5 have access to ST Math and are given the suggested instructional time to complete the program in class.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC #1). All curriculums in language arts, mathematics, science and social studies are state approved. Intervention materials for each adoption were purchased when available. The language arts adoption included Program 2 for English Learners.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable under performing students to meet standards (EPC #1). Adaptations of curriculum, instruction and/or assessment will be made for under performing students in the form of modifications or accommodations based upon the student's needs. Students not making adequate yearly progress based on their CELDT levels, receive ELD instruction four times per week for 40 minutes. English learners making yearly language progress are supported in the core curriculum through the use of EL support materials within the adopted program. Students identified as under performing can also receive support in the following ways: individual or small group instruction from the classroom teacher, literacy group with the Reading Specialist, and/or flexible groupings at student's developmental levels during workshop.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement at this school (EPC #1). Direct instruction is used as a primary strategy for instruction. Active participation is a practice used by all teachers to engage students during academic time. Time on task and teaching to the content standards is maximized to ensure learning. Integrating the use of technology as a tool for the teacher is a part of best practices. Building background knowledge, vocabulary, and academic language is another major focus of the school based on the gains found in research. Students setting their own goals with the support of the teacher and monitoring those goals on a regular basis are an additional practice in place which research again shows is effective. Teachers have set Wildly Important Goals (WIG) and have identified lead and lag measures to discuss with the accountability on a weekly basis.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students. Community members, and parent volunteers provide valuable tutoring and enrichment activities which support student learning. The school district provides the After School Education and Safety (ASES) program on a daily basis for 40 students grades 1-6. Homework help is available to students from para-educators. The Parent's Club, financially supports many activities at the school including the sixth grade Shady Creek Science Camp. Parents are highly encouraged to participate in their child's education through the attendance of Back-to School Night, family nights, parent-teacher conferences, and Open House. Parents are also a vital component of our Student Success Team (SST) meetings. During an SST meeting, a student's progress is reviewed and an intervention plan is facilitated to best support the student. Possible resource supports include: access to mental health services, Primary Intervention Program (PIP), and Healthy Play. The District Attendance Review Team (DART) made up of site administrators, meets with parents and students with attendance issues. Parents sign a contract stating their child will be at school daily. Failing to do so results in a referral to the county probation department.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council meets on a monthly basis to monitor the consolidated application programs. The council is made up of parents and staff members. The English Language Advisory Committee (ELAC) meets at least twice a year. In the past the SSC has also served as the ELAC committee. This committee is made up of parents of English Language Learners and staff. The District English Language Advisory Committee (DELAC) meets a minimum of twice a year.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable under-performing students to meet standards (NCLB) (EPC #9). A minimum of 10% of Title I funds are allocated for staff development. A literacy coach trains and coaches teachers, substitute teachers, instructional aides, and parents in reading and writing instructional strategies. An ELD teacher provides instruction to beginning language learners. She also provides training for teachers, instructional aides and parents. Before and after school programs are taught by classroom teachers to support under-performing students. Mental health services are provided in part by categorical funds, when needed.

18. Fiscal support (EPC)

Supplemental and Concentrated funds are prioritized and aligned to support the EPCs and the Single Plan for Student Achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	11	14	11	14	11	100.0	100
Grade 4	9	14	9	14	9	14	100.0	100
Grade 5	7	7	7	7	7	7	100.0	100
Grade 6	10		10		10		100.0	
All Grades	40	32	40	32	40	32	100.0	100

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2371.9	2354.4	7	0	7	18	43	18	43	64
Grade 4	*	2421.9	*	14	*	7	*	29	*	50
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*		*		*		*		*	
All Grades	N/A	N/A	3	6	20	16	33	22	45	56

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	14	0	36	36	50	64	
Grade 4	*	14	*	43	*	43	
Grade 5	*	*	*	*	*	*	
Grade 6	*		*		*		
All Grades	10	6	38	41	53	53	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	0	50	36	50	64
Grade 4	*	14	*	36	*	50
Grade 5	*	*	*	*	*	*
Grade 6	*		*		*	
All Grades	0	9	50	41	50	50

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	0	50	55	43	45
Grade 4	*	14	*	71	*	14
Grade 5	*	*	*	*	*	*
Grade 6	*		*		*	
All Grades	8	6	63	63	30	31

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	9	29	64	57	27
Grade 4	*	7	*	43	*	50
Grade 5	*	*	*	*	*	*
Grade 6	*		*		*	
All Grades	13	9	45	50	43	41

Conclusions based on this data:

1. The CAASPP results show that 23% of students are meeting grade level proficiency.
2. The subgroups of Hispanics and economically disadvantaged students have about 1 in every 4 students meeting grade level proficiency.
3. English learners have about 1 in every 10 students meeting proficiency.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	14	11	14	11	14	11	100.0	100
Grade 4	9	14	9	14	9	14	100.0	100
Grade 5	7	7	7	7	7	7	100.0	100
Grade 6	10		10		10		100.0	
All Grades	40	32	40	32	40	32	100.0	100

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2404.4	2366.0	7	0	21	9	29	27	43	64
Grade 4	*	2445.2	*	7	*	21	*	43	*	29
Grade 5	*	*	*	*	*	*	*	*	*	*
Grade 6	*		*		*		*		*	
All Grades	N/A	N/A	8	3	20	13	38	38	35	47

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	14	9	43	18	43	73	
Grade 4	*	7	*	36	*	57	
Grade 5	*	*	*	*	*	*	
Grade 6	*		*		*		
All Grades	13	6	38	31	50	63	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	7	0	57	45	36	55
Grade 4	*	7	*	57	*	36
Grade 5	*	*	*	*	*	*
Grade 6	*		*		*	
All Grades	8	3	58	50	35	47

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	21	0	36	73	43	27
Grade 4	*	14	*	57	*	29
Grade 5	*	*	*	*	*	*
Grade 6	*		*		*	
All Grades	15	6	43	56	43	38

Conclusions based on this data:

1. The CAASPP results show that 28% of students are meeting grade level proficiency.
2. About 1 in 4 students are meeting grade level proficiency.
3. English learners have about 1 in 6 students meeting proficiency.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***							
1	9			27			27	***		27			9	***	
2				38	17		13	33		25	50		25		
3	15			23	11		31	44		15	11		15	33	
4				20	44		80	33			22				
5	25	20		25	40		50	40							
6				***			***								
Total	9	3		30	25		34	41		16	19		11	13	

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								38			25			38	
1	9			27			27	50		27			9	50	
2				33	17		11	33		22	50		33		
3	15			23	10		31	40		15	20		15	30	
4				33	36		67	36			27				
5	25	20		25	40		50	40							
6				***			***								
Total	9	2		30	18		33	39		15	23		13	18	

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	38	44	32
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	38	44	32
Number Met	23	22	15
Percent Met	60.5%	50.0%	46.9%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	45	6	36	10	38	6
Number Met	14	--	12	--	6	--
Percent Met	31.1%	--	33.3%	--	15.8%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	363	397	384
Percent with Prior Year Data	99.4	99.2	99.7
Number in Cohort	361	394	383
Number Met	224	242	204
Percent Met	62.0	61.4	53.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	337	118	346	127	342	123
Number Met	85	62	77	66	65	52
Percent Met	25.2	52.5	22.3	52.0	19	42.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #1: Grand Island Elementary School students will be proficient or advanced on the 2016/2017 California Assessment of Student Performance and Progress. Seventy percent of students will be proficient on SRI in grades 2-5 by the end of the year.
Data Used to Form this Goal: Scholastic SRI Reports and 2016 CAASPP results were used to form this goal. In April of 2017, 45% of the students at GIE were proficient or advanced on SRI. 40% of the students were proficient or advanced on SRI at the end of the 2015-2016 school year. In 2016, 16% of Hispanic students were meeting or exceeding standards on CAASPP. 24% of Hispanics were meeting or exceeding standards on the CAASPP in 2015. In 2016, 19% of economically disadvantaged students were meeting or exceeding standards in. 24% of economically disadvantaged students were meeting or exceeding standards in 2015. In 2016, 8% of English learners were meeting or exceeding standards. 11% of English learners were meeting or exceeding standards in 2015. Please note that the 2017 CAASPP testing results are currently unavailable.
Findings from the Analysis of this Data: The subgroups of Hispanics and economically disadvantaged students have about 1 in every 4 students meeting grade level proficiency. English learners have about 1 in every 10 students meeting proficiency.
How the School will Evaluate the Progress of this Goal: Data will be monitored by grade levels every six weeks during academic conferencing and action plans will be developed and implemented.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Model classroom lessons, coach teachers as they teach lessons, provide staff development to teachers	8/10/2017-6/1/2018	Literacy Coach	No additional cost		
Recognize students with ribbons, books, trophies and medals for reading	8/10/2017-6/1/2018	Classroom Teachers	Ribbons, Medals, Plaques	Lottery: Unrestricted	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Paraprofessional will provide additional support for students in language arts during the regular school day. This support will include the increase of para time that was added in 2014-2015.	8/10/2017-6/1/2018	Paraprofessionals and Classroom Teachers	Paraprofessional Salary	LCFF: Supplemental/Concentration	6,603
			Paraprofessional Salary	LCFF: Supplemental/Concentration	17,238
Students not meeting standards will have access to after school intervention	8/10/2017-6/1/2018	Classroom Teachers	Salaries	LCFF: Supplemental/Concentration	1,674
Struggling students will complete the recommended usage of Lexia based on proficiency level	8/10/2017-6/1/2018	Classroom teachers	Lexia Reading Program	LCFF: Supplemental/Concentration	
Provide assistance with homework and offer curriculum enrichment activities to 40 students	8/10/2017-6/1/2018	ASES Lead Classroom Teachers	Salaries & Materials	After School and Education Safety (ASES)	77,143
Teachers will receive training on Explicit Direct Instruction strategies with an EL emphasis.	8/10/2017-6/1/2018	Principal	No additional cost		
Provide parent trainings on reading instruction and reading programs	8/10/2017-6/1/2018	Principal, Literacy Coach, Reading Specialist	Salaried and childcare	LCFF: Supplemental/Concentration	500
Students in grades 1- 5 will do SRI assessments and take Reading Counts Quizzes	8/10/2017-6/1/2018	Principal	License Fee	LCFF: Supplemental/Concentration	920
Purchase additional materials needed for full implementation of program	8/10/2017-6/1/2018	Literacy Coach	Curriculum	Instructional Materials Realignment, IMFRP (AB 1781)	1,831
Purchase library software to allow students to check-out books for reading	8/10/2017-6/1/2018	Technology director and principal	Library computer software	LCFF: Supplemental/Concentration	1,196
Teachers will insist on students setting goals for Reading Counts and insisting on reaching their reading challenge	8/10/2017-6/1/2018	Classroom teachers	Student Recognition	Lottery: Unrestricted	100
Provide transportation for late bus route to extend school day for RtI	8/10/2017-6/1/2018	Principal, transportation director		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Purchase additional books to increase library collections	8/10/2017-6/1/2018	Principal, librarian	Purchase Books	Lottery: Instructional Materials	350
Strategic planning through Edivate and use of their online resource tools for staff development	8/10/2017-6/1/2018	Principal, classroom teachers	No additional cost		
Compass Learning	8/10/2017-6/1/2018	Principal, classroom teachers	Intervention software license	Lottery: Instructional Materials	7500
School library and computer lab will be open on day a week for 2 hours in the summer for students to checkout books, take Reading Counts quizzes, and utilize Compass Learning.	8/10/2017-6/1/2018	Principal, classroom teachers	Salaries	LCFF: Supplemental/Concentration	1500
			Incentives	LCFF: Supplemental/Concentration	200

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #2:
Grand Island Elementary School students will be meet or exceed standards on the California Assessment of Student Performance and Progress (CAASPP) in mathematics. Seventy percent of the 3-5 students will meet or exceed standards in math as measured by the 2016 CAASPP. Seventy percent of students in K-2 will be at grade level proficiency on the NWEA MAP test.
Data Used to Form this Goal:
CAASPP and NWEA MAP data were used to form the goal. In 2016, 16% of students were meeting or exceeding standards on CAASPP. 28% of the students at GI were meeting or exceeding standards on the 2015 CAASPP. In 2016, 18% of Hispanics were meeting or exceeding standards. 30% of Hispanics were meeting or exceeding standards in 2015. 13% of economically disadvantaged students were meeting or exceeding standards in 2016. In 2015, 26% of economically disadvantaged students were meeting or exceeding standards. 4% of English learners were meeting or exceeding standards in 2016. 19% of English learners were meeting or exceeding standards in 2015. Please note that 2017 CAASPP results are currently not available. In January, of 2017 28% of the students were at grade level proficiency on the NWEA MAP test. Please note that end of the year NWEA data is not available at this time.
Findings from the Analysis of this Data:
About 1 in 6 students at Grand Island is meeting grade level proficiency.
How the School will Evaluate the Progress of this Goal:
Teachers and administrators will partake in academic conferencing and analyze data every 6-8 weeks. Action plans will be created and implemented following the data analysis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Purchase additional math resource materials as needed.	8/10/2017-6/1/2018	Principal	Materials	Instructional Materials Realignment, IMFRP (AB 1781)	1000
Students will receive extra mathematics support from paraprofessional during the school day.	8/10/2017-6/1/2018	Teachers Paraprofessionals	Paraprofessional Salary	LCFF: Supplemental/Concentration	5,763

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Recognize students for passage of math facts with ribbons	8/10/2017-6/1/2018	Classroom teachers	Math Star Ribbons	Lottery: Unrestricted	200
Implement FASTT Math computer program for math facts for all students in grades 2-6	8/10/2017-6/1/2018	Classroom teachers and Principal	Site License	LCFF: Supplemental/Concentration	350
Students will be placed in before, during, or after school intervention using Compass Learning.	8/10/2017-6/1/2018	Classroom teachers	Salary	LCFF: Supplemental/Concentration	2,500
Provide training on math content standards and curriculum	8/10/2017-6/1/2018	Principal, Instructional coach	Salaries, incentives, childcare	LCFF: Supplemental/Concentration	600
Purchase a license of ST Math K-5	8/11/2016-6/2/2017	Principal, Teachers	District Funded	LCFF: Supplemental/Concentration	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #3: English Language Learners move up one language proficiency level per year (AMAO#1)
Data Used to Form this Goal: CELDT data was used to form this goal. Our goal was to have 63.5% of the students make annual progress in learning English as measured by AMAO 1. We met the goal in 2016-2017 with 65.7% of the students making annual progress.
Findings from the Analysis of this Data: While we met the goal we also recognize that students at the Intermediate level tend to have a harder time making annual progress.
How the School will Evaluate the Progress of this Goal: Individual teachers will monitor student progress through the use of the EL Profile on a quarterly basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Rosetta Stone computer software will be utilized for ELL students who are not making 1 level of progress each year	8/10/2017-6/1/2018	ELD teacher	License Fee	LCFF: Supplemental/Concentration	360
Students not progressing one language level per year will receive ELD instruction from the ELD teacher	8/10/2017-6/1/2018	ELD teacher, classroom teachers	ELD Teacher Salary	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	56,319
Teachers will review CELDT data at least twice a year	8/10/2017-6/1/2018	Classroom teachers	No additional cost		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
English Learners making language level proficiency goals receive EL support through the adopted language arts program in the regular classroom.	8/10/2017-6/1/2018	Classroom teacher	No additional cost		
Administrator will hold 'academic conferencing' and 'test chats' with all students to determine areas of strength and growth.	8/10/2017-6/1/2018	Principal and vice principal	No additional cost		
ELD training will be provided to ELD staff and classroom teachers a minimum of 1x a month	8/10/2017-6/1/2018	Principal, ELD Coordinator	No additional cost		

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education
LEA/LCAP GOAL:
Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
SCHOOL GOAL #4:
The percentage of 5th graders meeting 6 of the 6 physical fitness standards will increase 5% from 66% to 71% as measure by the 2017 physical fitness test.
Data Used to Form this Goal:
California Physical Fitness test data was used to form this goal. Due to the small class sizes the data that can be analyzed is limited.
Findings from the Analysis of this Data:
Due to small class size we are unable to separate the data to look at individual categories.
How the School will Evaluate the Progress of this Goal:
Teacher and students will monitor how long it takes for students to run the mile. This information will be recorded at least 4 times during the year and students will set personal goals to increase their time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Cardio activities will makeup 70% of the students time in PE.	8/10/2017-6/1/2018	Administration, designated teacher	No additional cost		
Increase playground equipment available to students	8/10/2017-6/1/2018	Principal	Purchase playground equipment	Lottery: Unrestricted	500
Purchase Adventure Fitness subscription for rainy day PE activity	8/10/2017-6/1/2018	Principal	Purchase license	Lottery: Unrestricted	100
Continue toe token incentive for laps ran	8/10/2017-6/1/2018	Teacher	Purchase toe tokens	Lottery: Unrestricted	150

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL: Pierce Joint Unified District students will feel a sense of contentedness academically, socially, emotionally, and physically in their schools.
SCHOOL GOAL #5: Students will feel a sense of contentedness in school environment.
Data Used to Form this Goal: Student survey, number of referrals and suspensions.
Findings from the Analysis of this Data: Some students are not feeling connected to school.
How the School will Evaluate the Progress of this Goal: Data will be reviewed by School Site Council in our Safe School Plan every year. School administration will work closely with classroom teachers and the school counselor to intervene early for students who are not connected to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain school counselor	8/10/2017-6/1/2018	Superintendent	Salary	District Funded	
Implement Grizzly Store for Positive Behavior Intervention System	8/10/2017-6/1/2018	Principal	Supplies	Lottery: Unrestricted	1000
Continue MOU with Colusa County Office of Education for PIP 2nd Step	8/10/2017-6/1/2018	Principal			

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Technology
LEA/LCAP GOAL:
Pierce Joint Unified School District Students will graduate college and career ready.
SCHOOL GOAL #6:
Purchase technology that will enhance educational program.
Data Used to Form this Goal:
Age of current technology equipment in current use.
Findings from the Analysis of this Data:
Some of the technology implemented is due to be upgraded.
How the School will Evaluate the Progress of this Goal:
Number of computer to student ration and teacher use of technology

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Update computers, printers, purchase tablets, interactive boards, ink cartridges and projector bulbs	8/10/2017-6/01/2018	Principal	Technology equipment and supplies	LCFF: Supplemental/Concentration	5000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF: Supplemental/Concentration	44,404	0.00
NCLB: Title I, Part A, Basic Grants Low- After School and Education Safety	56,319	0.00
Lottery: Instructional Materials	7,850	0.00
Lottery: Unrestricted	3,050	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	77,143.00
Instructional Materials Realignment, IMFRP (AB 1781)	2,831.00
LCFF: Supplemental/Concentration	44,404.00
Lottery: Instructional Materials	7,850.00
Lottery: Unrestricted	3,050.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	56,319.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,755.00
Goal 2	10,413.00
Goal 3	56,679.00
Goal 4	750.00
Goal 5	1,000.00
Goal 6	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Summer Shadley	X				
Cindy Tellez		X			
Gemma Godinez				X	
Andrea Navarro				X	
Lizbet Martinez				X	
Blake Kitchen			X		
Numbers of members of each category:	1	1	1	3	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X State Compensatory Education Advisory Committee



Signature

X English Learner Advisory Committee



Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

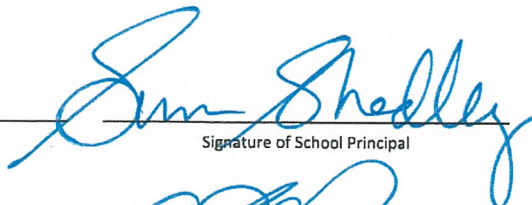
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Summer Shadley

Typed Name of School Principal

 5-11-17

Signature of School Principal

Date

Andrea Navarro

Typed Name of SSC Chairperson

 5/11/17

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Lloyd G. Johnson Junior High School
CDS Code: 06616146103576
District: Pierce Joint Unified School District
Principal: Ron Fisher
Revision Date: May 8, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ron Fisher
Position: Principal
Phone Number: (530) 476-3261
Address: 938 Wildwood Rd.
Arbuckle, CA 95912-9714
E-mail Address: rfisher@pierce.k12.ca.us

The District Governing Board approved this revision of the SPSA on .

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Comprehensive Needs Assessment Components

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In compliance of NCLB, Johnson Jr. High uses all state and local assessments to modify instruction and improve student achievement. All students in grades 6-8 will take the CAASPP assessment every spring in English Language Arts and Mathematics. Teachers meet with the principal to conduct test chats to identify areas of strengths and weaknesses in order to prepare each student for success in coming assessments and improve daily classroom instruction. All students take the NWEA benchmark assessment in ELA, math, and science three times per year. All English Language Learners take the CELDT test yearly to chart improvement with their English language development. School assessments, both formative and summative, are given throughout the school year to identify progress and to identify students who need more intensive intervention instruction in both English Language Arts and Math.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC #5): Teachers in grades 6-8 give unit/chapter tests in all curricular content areas. Teachers meet monthly during the school year to share assessment results and modify instruction. The goal of the collaboration content meetings is to identify students' success and how we go about assisting students who are having academic difficulties and need more intervention. NWEA benchmark test results in ELA, Math, and Science are shared with the school board and superintendent by the principal three times per year.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Status of meeting requirements for highly qualified staff (NCLB): At Johnson Jr. High all teachers meet the NCLB requirements for being a highly qualified teacher. All teachers have also been trained and certified to teach our English Language Learners.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC #4): The 6-8 grade Johnson Jr. High ELA teachers have been working with the new McGraw Hill Study Sync curriculum. There was training in the summer as well as additional training after school began to support the new curriculum.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB): The direction of staff development topics are determined yearly by the superintendent and the Johnson Jr. High staff. There are a total of seven staff development days throughout the 2017-2018 school year. These are non-attendance days for the students. A large percentage of staff development takes place during our weekly Wednesday meetings. Our teachers visit each others classrooms to observe effective EDI strategies being used by their peers. The teachers meet to share feedback with each other on their visits to the classrooms. .

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC #6): For the past seven years the Johnson Jr. High teachers have been practicing the effective instructional strategies through an intensive study of the publication Explicit Direct Instruction (EDI). The district literacy coach works closely with all of Johnson Jr. High teachers to assist with student success. The principal highlights a new instructional focus on a weekly basis.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Teacher collaboration by grade level (6-8) (EPC#8): Every Wednesday, the Johnson Jr. High teachers have the opportunity for collaboration with either their grade level team or content area team. The goal of each collaboration session is to identify what is working effectively in the classroom and to discuss improvement in areas that need attention. All JH teachers have the opportunity to collaborate with the teachers from Pierce High School to discuss academic content between the two sites.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum, instruction, and materials to content and performance standards (NCLB): All teachers at JH with the assistance and daily usage of SBE adopted curriculum teach the common core standards in each curricular area. Each grade level team meets to identify essential common core standards that must be taught in every curricular area. Identifying key standards allows teachers to concentrate on exposing each student to what will be expected of them to be successful when taking the CAASPP assessment in spring 2018.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Adherence to recommended instructional minutes for reading/language arts and mathematics (6-8) (EPC#2): Johnson Jr. High is in accordance with required instructional minutes in reading, language arts, and math. Instructional minutes are submitted yearly to the district office for review and kept on file.

10. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule (6-8) and master schedule flexibility for sufficient numbers of intervention/extension courses (EPC #3): At the beginning of every school year the teachers are required to give the principal their yearly pacing guide for their grade or content area.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Availability of standards-based instructional materials appropriate to all students groups (NCLB): In accordance of the Williams Act Regulations, all students at Johnson Jr. High have the sufficient amount of SBE textbooks in English Language Arts, Math, English Language Development, Science, and Social Studies. Each year the school is visited by the Colusa County Superintendent of Schools who verifies that JH meets all requirements of the Williams Act.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for grades 6-8, access to standards-aligned core courses (EPC#1): Johnson Jr. High provides the SBE-adopted basic core instructional programs in all curricular areas, including supplemental materials which assist for universal access for all students. Intervention materials for grades 6-8 in English Language Arts, ELD, and math are available for every student to access.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided by the regular program that enable under-performing students to meet standards (NCLB): Identified under-performing students are assigned to a period of intensive intervention in both English Language Arts and Math. There is flexibility to move students across different levels of intervention periods when needed. JH has a response to intervention (RTI) program set up for students who require more assistance when they fail a test or quiz. Most RTI sessions happen during the lunch hour or after school. Students who are under-performing may also be selected to attend after school sessions to get assistance in either English Language Arts or Math.

14. Research-based educational practices to raise student achievement

Research-based educational practices to raise student achievement at this school (NCLB): The staff continues to do an intensive study of effective instructional strategies through the study of the publication, "Explicit Direct Instruction". These proven researched based instructional strategies have been studied and practiced on a daily basis by the teachers. The principal through walk-throughs monitors the effectiveness of the instructional strategies and provides feedback both by reinforcement and refinement to each teacher. The principal uses the Edviate Observation 360 program to give teachers immediate feedback after a walkthrough.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available from family, school, district, and community to assist under-achieving students (NCLB): Johnson Jr. High has a counselor available for two days per week to assist students who are having difficulties in school or at home. The counselor is also in contact with parents when needed. The district wide school nurse is at JH one day per week and is responsible for checking any health concerns and helping assist with vision and hearing tests. The school nurse does scoliosis screening yearly for students. Our after school program is staffed by two paraprofessionals who work with our JH students everyday from 3:09 to 6:09 PM. The primary goal is to have each student complete their homework on a daily basis. The Arbuckle Parks and Recreation program has various athletic activities available for students and parents throughout the school year. The community through various donations and fundraisers helps send our entire 6th grade class to Shady Creek Outdoor Science Camp every spring. The camp can have a huge impact on learning for all students who attend.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. The Johnson Jr. High school site council is comprised of parents, teachers, classified staff, and the principal. The site council meets monthly to discuss school programs and to help in planning the budget for all of our consolidated programs. The Single Plan for Student Achievement, School Accountability Report Card, Parent Involvement Policy, and the Safe School Plan are required documents that are approved at the school level by our school site council.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services provided by categorical funds that enable under-performing students to meet standards (NCLB): To assist under-performing students at Johnson Jr. High the school uses categorical funding from, Title 1, and After School Program to support the interventions. Identified students are placed in these sessions in order to help with improvement in the classroom. The categorical funding is used to pay the teachers who are teaching any after school assistance class for students.

18. Fiscal support (EPC)

Fiscal support (EPC # 9): Johnson Jr. High uses general and state and federal funds that align with all nine Essential Program Components for reading, language arts, English language development, and mathematics. Fiscal support is documented in the Single Plan for Student Achievement and School Accountability Report Card and is approved by the school site council.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	95	115	95	113	95	113	100.0	98.3
Grade 7	116	110	114	109	114	108	98.3	99.1
Grade 8	114	126	109	124	109	124	95.6	98.4
All Grades	325	351	318	346	318	345	97.8	98.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2508.1	2503.4	4	11	32	26	43	37	21	27
Grade 7	2531.6	2563.2	8	9	33	48	28	33	31	9
Grade 8	2543.5	2543.5	6	9	38	29	30	32	27	30
All Grades	N/A	N/A	6	10	34	34	33	34	26	22

Reading						
Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	9	15	49	43	41	42
Grade 7	18	20	47	56	35	23
Grade 8	15	19	50	37	36	44
All Grades	14	18	49	45	37	37

Writing						
Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	11	18	63	50	26	33
Grade 7	15	27	56	62	28	11
Grade 8	16	19	57	48	28	32
All Grades	14	21	58	53	27	26

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	9	10	80	73	11	17
Grade 7	16	13	66	73	18	14
Grade 8	10	15	72	69	17	16
All Grades	12	12	72	72	16	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	20	22	65	61	15	17
Grade 7	15	24	59	65	26	11
Grade 8	17	19	61	53	22	28
All Grades	17	21	61	59	21	19

Conclusions based on this data:

1. Comparing the results from the 2014-15 school year to the 2015-16 school year, the percentage of students that met or exceeded the grade level standards as measured on the ELA CAASPP assessment. JH went from 34% to 37% in 6th grade, 36% to 57% in 7th grade, and 41% to 38% in 8th grade.
2. The goal is for each grade level to raise the percent of students who met or exceeded the standards by 5% for the 2016 ELA CAASPP assessment. 6th grade had an improvement of 3%, 7th grade improved by 21%, and the 8th grade declined by 3%.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	95	115	95	113	95	113	100.0	98.3
Grade 7	116	110	114	108	114	108	98.3	98.2
Grade 8	114	126	109	124	109	124	95.6	98.4
All Grades	325	351	318	345	318	345	97.8	98.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	2516.3	2482.7	17	4	17	15	36	43	31	37
Grade 7	2518.6	2532.7	12	10	18	25	39	36	31	29
Grade 8	2531.5	2523.6	10	15	20	15	30	26	39	44
All Grades	N/A	N/A	13	10	19	18	35	35	34	37

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 6	21	8	33	40	46	52	
Grade 7	19	19	36	39	45	43	
Grade 8	19	16	38	27	43	56	
All Grades	20	14	36	35	45	51	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	13	4	58	51	29	44
Grade 7	10	19	49	54	41	28
Grade 8	14	21	59	47	28	32
All Grades	12	15	55	50	33	35

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 6	13	6	58	55	29	39
Grade 7	11	11	71	65	18	24
Grade 8	6	14	56	48	38	38
All Grades	10	10	62	56	28	34

Conclusions based on this data:

1. Comparing the results from the 2014-15 school year to the 2015-16 school year, the percentage of students that met or exceeded the grade level standards as measured on the Math CAASPP assessment. JIH went from 34% to 19% in 6th grade, 30% to 35% in 7th grade, and 30% to 30% in 8th grade.
2. The goal is for each grade level to raise the percent of students who met or exceeded the standards by 5% for the 2016 Math CAASPP assessment. 6th grade had a decline of 15%, 7th grade improved by 5%, and the 8th grade remained the same with 0%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6				28	18		56	64		6	9		11	9	
7	6	5		65	43		12	38		6	10		12	5	
8				53	53		35	29		6	12		6	6	
Total	2	2		48	41		35	41		6	10		10	6	

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6				30	17		50	67		10	8		10	8	
7	6	5		65	41		12	41		6	9		12	5	
8				53	50		35	28		6	17		6	6	
Total	2	2		48	38		33	42		7	12		9	6	

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	59	52	49
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	59	52	49
Number Met	36	31	24
Percent Met	61.0%	59.6%	49.0%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7	58	7	46	4	48
Number Met	--	32	--	24	--	21
Percent Met	--	55.2%	--	52.2%	--	43.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	363	397	384
Percent with Prior Year Data	99.4	99.2	99.7
Number in Cohort	361	394	383
Number Met	224	242	204
Percent Met	62.0	61.4	53.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	337	118	346	127	342	123
Number Met	85	62	77	66	65	52
Percent Met	25.2	52.5	22.3	52.0	19	42.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #1:
JJH students will make a years progress as measured by the ELA portion of the NWEA assessment each school year in order to be college and career ready.
Data Used to Form this Goal:
This school year at JJH the students will be assessed three times to track ELA progress using the NWEA benchmark data. Grades 6-8 will also be utilizing the CAASPP Interim Assessment Blocks (IAB's) in ELA to better prepare our students for the ELA Smarter Balanced assessment in Spring 2016.
Findings from the Analysis of this Data:
Winter NWEA results show that a majority of our students made progress in their ELA RIT score from fall to winter. The students will also take a NWEA benchmark in May.
How the School will Evaluate the Progress of this Goal:
Wednesday collaboration time will be used with our ELA teachers to monitor and evaluate the data from benchmark assessments. Assessment reports will be given to the school board and superintendent three times this school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Assist Johnson Jr. High After School Program students in grades 6-8 in completing all daily homework assignments plus add enrichment opportunities. JJH has also offers After School Clubs to increase connectedness to our school. Various clubs are offered on Mondays, Tuesdays, and Thursdays after school. Bus transportation is provided.	8/11/2017-6/2/2018	Principal, ASES paraprofessionals, and teachers.	2 Paraprofessionals salary, teacher intervention stipends, materials, and training	After School and Education Safety (ASES)	37,048

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Support ELA teachers with purchasing necessary materials to support usage of our McGraw Hill Study Sync for grades 6-8. Literacy coach will assist with ordering the necessary materials and assisting teachers with assessments	8/11/2017-6/2/2018	Principal, teachers, and Literacy Coach	State Adopted Textbooks and materials	Instructional Materials Realignment, IMFRP (AB 1781)	12,460
Literacy Coach will train, model lessons, and provide professional development for all ELA teachers when scheduled.	8/11/2017-6/2/2018	Literacy Coach, teachers, and principal	Literacy Coach-districtwide	NCLB: Title II, Part A, Teacher Quality NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	58,021 58,021
As part of Johnson Jr. High's Response to Intervention Program (RTI), identified students are placed in after school intervention classrooms. Bus service is available after school on Mondays, Tuesdays, and Thursdays for teachers to keep students for RTI purposes.	8/11/2017-6/2/2018	Principal and teachers	Salaries and materials	After School and Education Safety (ASES)	6,577
All students in grades 6-8 take the NWEA ELA assessments in reading and language three times per year to monitor ELA growth.	8/11/2017-6/2/2018	Principal, and ELA teachers	License yearly fee	LCFF: Supplemental/Concentration	2,200
As part of PJUSD Technology Plan, JJH will update technology equipment on a yearly rotational basis. Every classroom at JJH will be equipped equally with new tech devices.	8/11/2017-6/2/2018	Principal, teachers, and the Technology Director for PJUSD	Technology Equipment District	Lottery: Unrestricted LCFF: Supplemental/Concentration	16,842 15,000
The district utilizes the Illuminate program to help with assessments, data analysis, and reports.	8/11/2017-6/2/2018	Principal, teachers, and Literacy Coach	training	LCFF: Supplemental/Concentration	2,000
Continue training opportunities for the ELA Common Core standards. Edivate professional development program will be used for training purposes.	8/11/2017-6/2/2018	Principal and teachers	Training costs District code-Edivate renewal		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue study and practice of EDI instructional strategies in the classroom. Collaboration Wednesday will be used for training and discussion opportunities.	8/11/2017-6/2/2018	Principal and teachers	Training costs-our staff	LCFF: Supplemental/Concentration	1,000
Purchase higher level lexile books for our library circulation.	8/11/2017-6/2/2018	Principal and JH Librarian	New Library Books	Lottery: Instructional Materials	2,000
			Library Clerk	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	6,701

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #2:
JJH students will make a years progress as measured by the Math portion of the NWEA assessment each school year in order to be college and career ready.
Data Used to Form this Goal:
For the 2016 -2017 school year, our students in grades 6-8 will be using the NWEA benchmark assessments three times a school year. Data from the results will be used to drive instruction for improvement and to better prepare each student for the Smarter Balanced math assessment in spring 2017. Results of the benchmark testing will be reported to the PJUSD board members and superintendent. Interim assessment blocks IAB's in math will also be utilized in 2016/2017 to better prepare students for spring CAASPP testing.
Findings from the Analysis of this Data:
That the majority of our students are up to one grade level behind in math as a result of the NWEA score after the winter testing cycle. However, most students made progress from fall to winter math NWEA assessments.
How the School will Evaluate the Progress of this Goal:
Teachers will be meeting frequently to discuss the results from each NWEA benchmark assessment and drive instructional improvement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Order any needed materials for our adopted Houghton Mifflin "Go Math" program for students in grades 6-8 for the 2016/2017 school year.	8/11/2017-6/2/2018	Principal and teachers	Math Text and Consumables	LCFF: Supplemental/Concentration	11,000
				LCFF: Supplemental/Concentration	4,000
Math tutoring will be available weekly for students in grades 6-8 from 3:15 to 4:10 PM. Bus transportation will be provided.	8/11/2017-6/2/2018	Principal and teachers	Salaries	After School and Education Safety (ASES)	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Renew ST math supplemental program materials for all students grades 6-8.	8/11/2017-6/2/2018	Principal and math teachers	Supplemental materials	LCFF: Supplemental/Concentration	3,500
Johnson Jr. High will meet with the math teachers from Pierce High School to discuss our math program for grades 6-12. Continue to implement common core standards in math and discuss NWEA results with PHS math teachers.	8/11/2017-6/2/2018	Principals and math teachers	Math Assessments Staff time	LCFF: Supplemental/Concentration	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #3:
The goal at Johnson Jr. High is to have each English Learner move up one proficiency level on the CELDT test each year. AMAO#1
Data Used to Form this Goal:
Johnson Jr. High analyzes the data from the CELDT test from the previous school year to assist with instruction and placement in classes.
Findings from the Analysis of this Data:
After analyzing the CELDT data, it is evident that students tend to get to the intermediate level quickly but stay there a long period of time. The goal for our intermediate level group at Johnson Jr. High is to move to the Early Advanced level or Advanced level after only one year at the intermediate level.
How the School will Evaluate the Progress of this Goal:
ELA and ELD teachers at Johnson Jr. High will check student progress throughout the school year and report growth in the student's EL portfolio.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Study and continue practice of effective instructional strategies to improve learning of all students	8/11/2017-6/2/2018	Principal and teachers	Attend trainings -substitute costs	LCFF: Supplemental/Concentration	500
Teachers will review CELDT scores and other data and test results to verify improvement and possibility of reclassification.	8/11/2017-6/2/2018	Principal and ELA teachers	Salaries	LCFF - Base	
ELL students will be pulled out of PE two times per week to have formal ELD instruction.	8/11/2017-6/2/2018	Principal and ELA teachers	Salaries	LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
ELD lessons are embedded as part of the Study Sync ELA program in order that students receive integrated ELD.	8/11/2017-6/2/2018	Principal and ELA teachers	Milestones materials	Instructional Materials Realignment, IMFRP (AB 1781)	
EL students usage of the Rosetta Stone program to increase learning opportunities in English	8/11/2017-6/2/2018	ELD teacher	License fee	NCLB: Title III, Limited English Proficiency (LEP) Student Program	1,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Physical Education
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #4:
The percentage of 7th graders scoring in the Healthy Fitness Zone will increase by 5% in each category over the previous year as measured by the California Fitness Test administered in Spring 2017.
Data Used to Form this Goal:
California Fitness Test results from 2016.
Findings from the Analysis of this Data:
That fitness scores went up in every area from the previous school year.
How the School will Evaluate the Progress of this Goal:
PE teachers and pedometer data used with our 6th grade students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Physical Education materials purchased throughout the school year to support PE program.	8/11/2017-6/2/2018	Principal and PE teachers	PE supplies	Lottery: Unrestricted	2,000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #5: JH students will make a years progress as measure by the Science portion of the NWEA assessment each school year in order to be college and career ready.
Data Used to Form this Goal: Data from NWEA benchmark assessments will be used to drive instruction and set student growth goals during the school year.
Findings from the Analysis of this Data: Grade level and student progress were made from fall to winter NWEA benchmark assessment in all grades.
How the School will Evaluate the Progress of this Goal: Teacher collaboration with other science teachers and principal. NWEA science benchmarks will be reported to the superintendent and school board members.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue training for use of Pearson Integrated Science program in grades 6-8 to support NGSS implementation for teachers.	8/11/2017-6/2/2018	Principal, and science teachers	Training and materials	Lottery: Instructional Materials	2,046
				LCFF: Supplemental/Concentration	3,954

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: History/Social Science
LEA/LCAP GOAL: Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #6: Continue to support social science program, "History Alive" for the 2016 -2017 school year in grades 6-8.
Data Used to Form this Goal: New ELA social studies common core standards. Formative and summative assessments given through the History Alive curriculum
Findings from the Analysis of this Data: Outdated social studies textbooks and standards for social studies as part of the ELA common core standards
How the School will Evaluate the Progress of this Goal: Teacher lesson plans and purchase orders

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
"History Alive" social studies program for grades 6-8. This includes class sets or the text and online and printed student workbooks.	7/1/2016-6/3/2017	Principal and teachers	History Alive Supplemental Program	Lottery: Instructional Materials	10,000
			Additional	Instructional Materials Realignment, IMFRP (AB 1781)	8,000

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Career/Technical
LEA/LCAP GOAL:
Pierce Joint Unified School District students will graduate high school college and career ready.
SCHOOL GOAL #7:
Johnson Jr. High will offer a one semester Career and College class for 7th and 8th grade students.
Data Used to Form this Goal:
Parent survey results expressed interest in having junior high aged students exposed to more career and college prep opportunities in school.
Findings from the Analysis of this Data:
That students needed more exposure to career and college pathways at the junior high level. After researching several programs, the decision was made to purchase the Career and College Club Program for Middle School Students.
How the School will Evaluate the Progress of this Goal:
Data from the parent and student survey will be used to evaluate the effectiveness and value of the program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
7th grade students will be in a life skills class for one semester and a computer class the other semester. 8th grade students will be in a college and career class one semester using the career choices middle school program and then in a computer class the other semester.	8/11/2017-6/2/2018	Principal, teachers, students, and parents.	Career and College Club curriculum	LCFF: Supplemental/Concentration	1,500
			8th grade in line with HS	LCFF: Supplemental/Concentration	3,000

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #8:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

School Goal #9

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #9:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF: Supplemental/Concentration	47,654	0.00
Instructional Materials Realignment,	20,460	0.00
Lottery: Instructional Materials	14,046	0.00
Lottery: Unrestricted	18,842	0.00
After School and Education Safety	46,625	0.00
NCLB: Title I, Part A, Basic Grants Low-	64,722	0.00
NCLB: Title II, Part A, Teacher Quality	58,021	0.00
NCLB: Title III, Limited English	1,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	46,625.00
Instructional Materials Realignment, IMFRP (AB 1781)	20,460.00
LCFF: Supplemental/Concentration	47,654.00
Lottery: Instructional Materials	14,046.00
Lottery: Unrestricted	18,842.00
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	64,722.00
NCLB: Title II, Part A, Teacher Quality	58,021.00
NCLB: Title III, Limited English Proficiency (LEP) Student	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	217,870.00
Goal 2	21,500.00
Goal 3	1,500.00
Goal 4	2,000.00
Goal 5	6,000.00
Goal 6	18,000.00
Goal 7	4,500.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ron Fisher	X				
Alexandra Rudorff		X			
Noah Gomez		X			
Kevin Wolfman		X			
Maryann Diaz			X		
Patricia Barba				X	
Lorraine Marsh				X	
Kelsey Harris				X	
Sara Regnani				X	
Barbara Bair				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

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Signature

Signature

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 8, 2017.

Attested:

Ron Fisher

Typed Name of School Principal

[Handwritten Signature]

Signature of School Principal

5/9/17

Date

Lorraine Marsh

Typed Name of SSC Chairperson

[Handwritten Signature]

Signature of SSC Chairperson

5/9/17

Date

The Single Plan for Student Achievement

School: Pierce High School/Arbuckle Alternative High School
CDS Code: 06616140635250
District: Pierce Joint Unified School District
Principal: Mrs. Nicole Newman
Revision Date: 5/10/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mrs. Nicole Newman
Position: Principal
Phone Number: (530) 476-2277
Address: 960 Wildwood Rd.
Arbuckle, CA 95912-9714
E-mail Address: nnewman@pierce.k12.ca.us

The District Governing Board approved this revision of the SPSA on June 22, 2017.

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Comprehensive Needs Assessment Components

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In assessing student progress, the administration and staff at Pierce High School use a variety of tools. Currently the district is contracting with Northwest Evaluation Association (NWEA) to evaluate student progress and preparation for standardized assessment. These standardized online assessments provide data about individual students, and offer students tools for analyzing their own college preparedness. In addition, standardized assessments such as ACT Aspire, Aspire 8/9, SAT, ACT, CELDT, are used to provide college readiness and English language proficiency (for EL students). Teacher generated assessments (tests, written work and projects) provide a valuable source of student progress data.

California state assessments (CAASPP) are used regularly for monitoring overall and individual student achievement. Results are provided to staff as soon as they are available, and site administration reviews results with the faculty as a whole as well as with individual teachers to identify areas for refinement of instruction. Local assessments are also used to assess student achievement. Local assessments include tests created in Illuminate as well as test generated from the new English curriculum Study Sync.

Teacher goals are created and tied directly to these results and site administration meets with individual teachers in academic conferences to review progress toward these goals at least three times per year. For the 17/18 school year, PHS will take advantage of the CAASPP interim assessments and administer them at least four times during the school year in addition to other local assessments. Data reports are submitted to the staff, parents, and the school board at least.

Given the individualized nature of the program at AAHS, students are assessed locally as they complete units in the course work they require.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

For students in the CTE pathways, industry tests are a useful source of achievement data. The staff has access to a variety of assessment tools that assist in data analysis. Individual teachers are able to look at their student data and instructional changes are made following analysis of a formative or summative teacher generated assessment.

Data disaggregation is done by some individuals using methodology or tools of their choosing. It is not institutionalized. Individual student results are reported to parents via parent teacher conferences, progress reports, online parent portal and report cards. These results are also available at any time on aeries.net. Modification of instruction driven by assessment data is for the most part not documented. Teachers rely on mandatory tutoring as the best documented solution for supporting student struggling in classes. A second intervention is the use of Student Staffing Meetings (SSM). These are initiated by any adult on campus, or parent, when a student is perceived to be struggling with classes or Student Learner Outcome acquisition. An SSM provides parents with information about options for helping students get back on track. A formal SST may follow if necessary.

School grades are reported to parents eight times per year. Other measures of student progress are shared with parents through the advisory teacher parent conferences held twice per year. Student progress is reported to the governing board through the principal via the district superintendent. These reports focus on required assessment reports (AYP, API, district benchmarks, NWEA, and graduation rates) and some of the industrial certifications. Successes on various competitions (often sponsored by CTE industries) are triumphed before the board.

Student progress on schoolwide learner outcomes is not reported in any organized fashion. However, we began in the 16/17 school year the high school with a set syllabus that is used in all classes and teachers will be responsible for reporting for their courses how they will assess the schoolwide learner outcomes.

“BEARS” CARE!

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.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The PHS staff consists of one Principal, one Vice Principal, one counselor, one behavior/social-emotional counselor, one college and career technician, 29 teachers, two clerical employees, four cafeteria employees, three custodial employees, and four Special Education Aides. A School Resource Officer is assigned to the campus, though shared with another high school, and a school nurse and school psychologist are on call as needed from the district office.

Eight staff members have a master's degree. All but one teacher on the staff is CLAD certified. That teacher has a board waiver for 2016/17. The average tenure of the teaching staff is 12 years, though that is from a range of one to thirty-four years. All but one of the teaching staff are "Highly Qualified" per NCLB and none are teaching outside their credential authorization. One teacher does not yet have a credential or a CLAD certificate, but is working with a district waiver for the 2016/17 academic year.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Only one teacher does not have a teaching credential and all are teaching subjects. In addition, Pierce Joint Unified School District has provided a wide array of professional development opportunities for the staff at Pierce High School. In some cases it has been for all staff, such as the training on implementation of Common core standards, Google Docs and Chromebook, Illuminate, NWEA, and the use of Aeries. Other opportunities have been for one person or small groups to address subject specific needs such as Adaptive PE, or Next Generation Science Standards.

Through professional development, the staff strives to remain up to date on educational theory and knowledge of research based best instructional practices that will address standards. Teachers attempt to ensure that all students are learning (accessing information, understanding procedures and demonstrating knowledge of standards) through regular interaction with students in the classroom. Common use of various checking for understanding techniques are employed. In addition, where there are project based learning activities, teachers meet one-on-one with a small group to monitor progress.

Several classes offered at Pierce High School require some form of large scale or culminating project. These require that students demonstrate problem solving skills, critical thinking and the ability to work in a collaborative group. Summative assessments require demonstration of application and creative use of acquired knowledge. Technology use is evident in various presentations done using multimedia, and student use of Chromebooks and Google Classroom. We are now over one-to-one at PHS. All students have access to Chromebooks in each class.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities focus on the elements of standards based instruction including: identification of essential standards, assessment of student achievement, evaluation of achievement data, using data to inform instruction, alignment of grading practices to standards mastery, and communicating progress to parents and students. Specifically teachers received training in the use of the Illuminate software to administer assessments and analyze data. In addition, all teachers are participating in ongoing professional development in the implementation of CCSS in either ELA, Mathematics, or the Next Generation Science Standards as appropriate to their respective assignments.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are supported through regular visits by site administrators, weekly instructional focus messages from administration, weekly Wednesday staff development including collaboration, district level support as needed, and county/regional staff development opportunities.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

Department collaboration occurs regularly on a weekly basis as well as the school wide staff development times.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

PHS and AAHS faculty are engaged in ongoing refinement of curriculum, materials and instruction to ensure alignment to content standards and increasing student achievement. We are regularly revisiting our schoolwide learner outcomes (SLOs) for each course and student performance on local and state assessments to increase rigor and improve student learning results.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

This is the 2nd year that PHS has implemented Student Staffing Meetings (SSMs). The principal, vice principal, counselors (both behavioral and academic), special education teachers, as well as the School Resource Officer (when he is able to be on campus) meet weekly to discuss student concerns that have come to our attention as being a concern either academically, socially, or behaviorally.

The principal established an email account (PHSSST) that all staff can submit names and reasons why they are concerned about a particular student. A packet of information is created for the team and they examine each student and discuss why he or she is struggling. Often times this meeting leads to a Student Study Team meeting with the parents and all the student's teachers. In some cases, a simple call home to alert the parent that there are concerns is sufficient, or we may need to change the students schedule or add a support class.

We have been able to maintain five sections of a Support Class in our master schedule. In this class, the teacher works individually with each student on the assignments they may be struggling with. We also continue using the Intervention program, Edmentum. All students begin the course by taking an assessment in Reading and Math. After the assessment is complete, the program automatically creates a prescription, or intervention lessons, for students to help them in both Reading and Math. The program looks at skill gaps all the way back to kindergarten.

In addition to instructional practices and support meetings, extra tutoring is available outside of the regular day with services provided by the teachers.

The instructional model at Arbuckle Alternative High School is based on individual intervention. Students are placed in coursework appropriate to their respective levels and supported based on their individual needs.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses have sufficient adopted materials that are aligned to their respective content standards. A math pilot will begin for the 17/18 school year in the Math 1 area only.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standards-aligned courses consistent with their individual learning needs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In addition to in-class support, all teachers meet with students before and after school to provide additional instruction, tutorials and remediation based on individual needs. Transitioning EL students are also provided a support class as needed to support their language development and access to core content as needed.

14. Research-based educational practices to raise student achievement

For the past seven years Pierce High School and Arbuckle Alternative High School staff development has been focused on the Explicit Direct Instruction model as presented by DataWORKS Educational Research. It is based on several years of classroom research and student assessment data. Lesson design is centered on a clearly stated, standard-based, measurable learning objective which is clearly communicated to students prior to instruction.

The format includes direct instruction of the target content knowledge and/or skill, frequent checking for understanding, guided practice, independent practice and closure. Students receive immediate feedback on their progress through direct interaction with the teacher throughout the course of the lesson and future instruction is informed by the teacher's regular checking for understanding and observation of student performance.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to ELD and support classes in the master schedule, Pierce High School offers tutorial support after school three days per week. Teachers are available to all students and specifically refer particular students to attend sessions for the individual needs.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Pierce High School and Arbuckle Alternative High School Site Council is comprised of three students, three parents, three classroom teachers, the counselor, a classified representative, and the principal. This body reviews student achievement data and presents information from their respective groups for consideration in creating the school action plan goals. Budget allocations for consolidated application programs are made by the site council within the action plan.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Edmentum is a purchased program that allows the teachers to identify gaps in underlying skills, provide additional instruction and practice for students to facilitate success in their math and ELA courses. This is to provide extended learning time after school and during the summer, and to expand student access to technology. Supplemental funds also support additional ELD instruction in small classes. Staff development has also been provided and will continue in the applications of mathematics to help teachers implement activities to increase student understanding of concepts at the concrete as well as conceptual level. We will continue to ensure that we are providing research tools for students in the new College and Career Center that is being developed using funds from the CTEIG (Career and Technical Education Incentive Grant).

18. Fiscal support (EPC)

Allocation of fiscal resources are aligned with the Single Plan for Student Achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	122	110	106	106	106	106	86.9	96.4
All Grades	122	110	106	106	106	106	86.9	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2570.0	2556.9	16	10	30	30	28	31	25	28
All Grades	N/A	N/A	16	10	30	30	28	31	25	28

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	13	53	59	25	28
All Grades	22	13	53	59	25	28

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	24	55	44	23	32
All Grades	23	24	55	44	23	32

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	10	11	65	68	25	21
All Grades	10	11	65	68	25	21

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	21	55	62	20	17
All Grades	25	21	55	62	20	17

Conclusions based on this data:

1. Participation rate was made for the 15-16 school year. A strong emphasis was placed in April and May of 2017 to ensure that all students took the test if possible as well as understood the importance of the test.
2. The majority of students in Grade 11 (15-16) 60% are below standard.
3. The majority of students in Grade 11 (15-16) are at or near standard in all 4 areas of ELA (59/44/68/62). There needs to be a strong emphasis placed on those students and moving them to at or above standard. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of testing. We hope to see an increase in our CAASPP scores that truly reflect where they are. We are predicting based on NWEA data that our students will be ?% at or above standard in ELA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	122	110	107	106	107	106	87.7	96.4
All Grades	122	110	107	106	107	106	87.7	96.4

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2541.9	2517.5	10	2	12	13	21	28	57	57
All Grades	N/A	N/A	10	2	12	13	21	28	57	57

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	17	7	27	29	56	64
All Grades	17	7	27	29	56	64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	4	53	53	40	43
All Grades	7	4	53	53	40	43

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	12	4	46	51	42	45
All Grades	12	4	46	51	42	45

Conclusions based on this data:

1. Participation rate was made for the 15-16 school year. A strong emphasis was placed in April and May of 2017 to ensure that all students took the test if possible as well as understood the importance of the test.
2. The majority of students in Grade 11 (15-16) 85% are below standard.

3. The majority of students in Grade 11 (15-16) are at or near standard and below standard in all 3 areas of Math. There needs to be a strong emphasis placed on those students and moving them to at or above standard. An in depth look needs to be taken to see if classes are seeing the same weaknesses that are not tested with the CAASPP. There has been a strong push for students to understand the importance of testing. We hope to see an increase in our CAASPP scores that truly reflect where they are. We are predicting based on NWEA data that our students will be ?% at or above standard in Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		22		42	44		42	11		5	22		11		
10	6	8		38	38		56	46			8				
11				33	58		33	33		22	8		11		
12				63				40		38	60				
Total	2	8		42	41		38	33		12	18		6		

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9		18		48	36		38	9		5	27		10	9	
10	6	8		38	38		56	46			8				
11				27	47		36	35		27	6		9	12	
12				67				40		33	60				
Total	2	7		44	37		37	33		12	17		5	7	

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	44	52	39
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	44	52	39
Number Met	29	33	22
Percent Met	65.9%	63.5%	56.4%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	19	31	17	37	15	30
Number Met	--	16	2	21	1	16
Percent Met	--	51.6%	11.8%	56.8%	6.7%	53.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
Mathematics			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	363	397	384
Percent with Prior Year Data	99.4	99.2	99.7
Number in Cohort	361	394	383
Number Met	224	242	204
Percent Met	62.0	61.4	53.3
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	337	118	346	127	342	123
Number Met	85	62	77	66	65	52
Percent Met	25.2	52.5	22.3	52.0	19	42.3
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	No	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subjects
LEA/LCAP GOAL:
PJUSD students will be college and career ready when they graduate. (LCAP Goal #1)
SCHOOL GOAL #1:
<p>Close the achievement gap for our English Learners and Special Education students and improve achievement for ALL students. (WASC Goal #1) Collaborate to improve student achievement with the use of data. (WASC #3)</p> <p>Increase ELA CAASPP Standard Met or Standard Exceeded from 36-41%. Increase Math CAASPP Standard Met or Standard Exceeded from 22-27%.</p> <p>9th Reading--Increase of 2 years growth from 222.2 (Spring 2017) to 218.2 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 9th Language--Increase of 2 years growth from 220.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 9th Math--Increase of 2 years growth from 230 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).</p> <p>10th Reading--Increase of 2 years growth from 222.7 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 10th Language--Increase of 2 years growth from 222.7 (Spring 2017) to 220.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 10th Math--Increase of 2 years growth from 230.1 (Spring 2017) to 233.4 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).</p> <p>11th Reading--Increase of 2 years growth from 226.5 (Spring 2017) to 220.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 11th Language--Increase of 2 years growth from 226.6 (Spring 2017) to 222.1 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1). 11th Math--Increase of 2 years growth from 236.7 (Spring 2017) to 230.9 (Spring 2018) as measured by Rausch Unit (RIT) Score for Spring MAP assessment (+/- 1).</p> <p>No CST for the 16/17 school year.</p> <p>AMAO #1 maintain meeting target of data not available %. AMAO #2 <5 years, maintain meeting target of data not available %</p> <p>Maintain attendance rate 97%.</p>
Data Used to Form this Goal:
The data used to identify this goal includes NWEA results, Student Staffing Data, quarter and semester grades, attendance, API/AYP results, AMOs, and CAASPP results.

Findings from the Analysis of this Data:

The data for PHS indicates that there is a significant gap in the achievement of English Learners and Special Education students. The following data points showed a consistent gap: CELDT, CAASPP, UC/CSU completion rate. Data is needed to drive instruction and increase achievement. Formative assessment strategies are not used consistently or in the right manner to ensure that ALL students are learning.

How the School will Evaluate the Progress of this Goal:

Department Meetings, Leadership Team Meetings, Faculty Meetings, ELAC, Site Council, WASC Action Plan – monthly, quarterly and annual program monitoring and evaluation. The principal will meet regularly with teachers to review assessment data from formative assessments including data obtained from Illuminate as it becomes available to monitor progress in each department. Teachers will administer three times a year NWEA MAP assessments. The principal and staff will meet regularly to analyze the assessment results and revise strategies for improving student achievement based on the data as appropriate. ELA and Math teachers will administer quarterly CAASPP interim assessments and other assessments in all subjects. The principal will report the results of the assessments quarterly to staff, the Site Council, Superintendent, and Board of Trustees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Math and ELA teachers meet monthly with principal to analyze data and discuss needs of students. Emphasis on data collection after MAP benchmark assessments.	8/11/2016-Ongoing	Math and ELA teachers, principal	During common prep period		
ELA and math teachers will continue to develop and administer common assessments in each of the core subjects during the 17/18 school year using illuminate to disaggregate data.	8/11/2016-Ongoing	Math and ELA teachers	Salary, benefits, instructional materials and supplies	Title I Part A: Basic Grants Low-Income and Neglected	5105
Continue subscription for web based Edmentum software and required supplies for the program. (3 year subscription)	8/11/2015-6/2/2018	Principal, IT Director, all PHS teachers	Intervention software subscription (Year 3-2017/18)	Lottery: Instructional Materials	7500
Continual administrative & staff training and feedback on effective instructional strategies for quality first instruction in the classroom (math and ELA) and EL engagement strategies. Weekly Instructional Focus messages and Weekly PLCs--including the 8 mathematical practices and EDI practices.	8/11/2016-Ongoing	All instructional and administrative staff	Pilot Fee		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Begin Pilot in all Math 1 classes (including 1A & 1B)	7/1/2017-6/30/2017	Math teachers, Instructional Coach, and Principal	Pilot Fee	Lottery: Instructional Materials	500
CTE Course Mapping and Development for all CTE classes at PHS-Creation of Pathways outlining Academic, Pathway, and Anchor Standards	16/17 school year	All CTE teachers and administration			
Continue transportation for late bus route to extend school day for Rtl. Continue to provide late bus route to Grimes to accommodate students at PHS. Continue tutoring after school.	8/11/2016-Ongoing	Administration and Transportation Director		Title I Part A: Basic Grants Low-Income and Neglected	20887
Continue use of Edviate as an online resource tool for staff development and instructional feedback. (Walk Through Tool)	8/11/2016-Ongoing	All instructional and administrative staff	Edviate/PD 360 program	District Funded	15,000
Continue weekly Student Staffing Meetings and report actions to staff-email and aeries input with outcomes	Ongoing	Administration, counselors, and instructional staff			
Create (17/18) and adhere to a site assessment calendar with dates collect, disaggregate, analyze, and report student performance data to all stakeholders (using a shared Google Calendar).	Ongoing	Leadership Team, administration			
Continue with Support classes, but switch to an emphasis of ELA.	Ongoing	Administration, counselors, and instructional staff		LCFF: Supplemental/Concentration	64722

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Continue training of staff in Formative Assessment. Continue with a formal system in which all staff continue to be trained and involved in accessing, disaggregating and analyzing an array of appropriate data that directly influences the decision making processes that design and implement school change.</p> <p>Continue training all staff to use Illuminate by providing training and training as well in aeries.net/parent portal for feedback to parents on assessment. (Continued Instructional Focus for 2017-18)</p>	Ongoing	Administration and instructional staff			
<p>ELA/ELD and Math teachers will utilize the Smarter Balance interim assessments to allow a check of student progress throughout the year, giving teachers information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards.</p>	Ongoing	ELA/ELD and Math teachers			
<p>Continue with Instructional Coach</p>	Ongoing	Administration, Instructional Coach, and teaching staff.		District Funded	75,569
<p>Book study with ELA and Social Science teachers on Rigorous Reading--for access points for comprehending complex texts.</p>	Ongoing	Administration, Literacy Coach, and ELA/Social Science teaching staff.		Title I Part A: Basic Grants Low-Income and Neglected	500
<p>Continue with multiyear written professional development plan. (2016-2019)</p>	Ongoing	Administration, counselor, and instructional staff			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site.</p> <p>Continue using a site-wide syllabus template for ALL classes emphasizing and measuring the SLOs.</p>	Ongoing	Administration, counselor, and instructional staff			
Continue to provide ELD services--pullout and support.	Ongoing	Instructional and administrative staff		NCLB: Title III, Limited English Proficiency (LEP) Student Program Title I Part A: Basic Grants Low-Income and Neglected	3908 5000
Continue having the Assistant Technology Director provide staff training on incorporating technology into the curriculum and to repair and maintain equipment so that it is always ready for classroom use.	Ongoing				
Purchase new textbooks in Algebra, Economics, Science, US History, and Government for AAHS.	Summer 2017	Administration and AAHS Teacher		LCFF: Supplemental/Concentration	15000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subjects
LEA/LCAP GOAL:
PJUSD students will be college and career ready when they graduate. (LCAP Goal #1)
SCHOOL GOAL #2:
<p>ALL students' will graduate ready for college and career. (WASC #2)</p> <p>AP Calculus: Discontinue-Calculus will be offered, but not at the AP Level.</p> <p>AP English Literature or Composition: Maintain enrollment of min 20 students.</p> <p>AP Spanish: Maintain enrollment of min 25.</p> <p>AP Statistics: Maintain enrollment of min 20.</p> <p>AP US History, Government, & Psychology: Maintain enrollment of min 20.</p> <p>100% AP English Literature or Composition exam participation rate.</p> <p>100% AP Spanish exam participation rate.</p> <p>100% AP US History exam participation rate.</p> <p>100% AP Government exam participation rate.</p> <p>100% AP Psychology exam participation rate.</p> <p>100% AP Statistics exam participation rate.</p> <p>Increase AP English Literature or Composition exam passage rate by 10%.</p> <p>Increase AP Spanish exam passage rate by 5%.</p> <p>Increase UC/CSU a-g enrollment rate of seniors by 5%.</p> <p>Continue Dual Enrollment courses through Woodland Community College.</p> <p>Maintain high school graduation rate at 95%.</p> <p>Maintain F rate at less than 5%.</p> <p>Maintain D rate at less than 10%.</p>
Data Used to Form this Goal:
The data used to identify this goal includes NWEA results, Student Staffing Data (SSMs), quarter and semester grades, a-g requirements, dual enrollment and AP enrollment and grades, Edmentum reports, attendance, API/AYP results, AMAOs, and CAASPP results.
Findings from the Analysis of this Data:
We need to work to increase our students that are qualified as completers of a-g coursework. Also our D-F rate needs to increase so students can take advantage of the UC/CSU system if that is their goal.

How the School will Evaluate the Progress of this Goal:

Regular review of local and CASSP interim assessments will be conducted by administration and staff to monitor progress and inform instruction, SSM data, a-g submissions, a-g completion rate, decrease D/F rate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Online credit recovery using Edmentum/Plato for students that are credit deficient as early as 2nd semester of a students 9th grade year.	Ongoing	Counseling staff and administration, EL and SPED teachers	Edmentum/Plato software subscription		
Continue implementation of a college/career plan (with emphasis in the new Life Choices course as well as 9-12 advisory) with students that supports student engagement with college and career outcomes. Maintain College and Career Technician.	Ongoing	Administration, Counselor, College and Career Technician with teacher input, & GFSF Advisement Lead	College and Career Technician Dual Enrollment with WCC - Counseling 20	LCFF: Supplemental/Concentration	44299
Teacher(s) to attend Advanced Placement teacher training institute. AP Psychology, AP Literature, and AP Composition.	Summer 2017	Selected AP Teachers	AP registration, travel	Lottery: Unrestricted	2250
Provide printed information to parents about events, assessments, educational issues. Notify parents by automated caller of school events. Maintain school website and Facebook page with updated information on school issues and events.	Ongoing	Principal, Assistant Principal, Administrative Assistant, Counselor, College and Career Technician	postage, mailing supplies	Lottery: Unrestricted	1000
Sacramento State Summer Academies for high school students, including registration fees, transportation for students and meals.	Ongoing	Principal, Assistant Principal, Administrative Assistant, Counselor, College and Career Technician		District Funded	18,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue with Ag Fabrication pathway by staffing and supplying woodshop to offer students well rounded experience in fabrication trades.	Ongoing	Principal, Ag Mechanics/ Fabrication teachers	Teacher salary and benefits	LCFF: Supplemental/Concentration	97052
Keep the College and Career Center opened until 4:20-when the late bus runs on Monday, Tuesday, and Thursday to allow students to work in Edmentum as well as Plato (credit recovery)	Ongoing	Teacher/counselor to manage students during this time			
With the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs). Assistance from the Parent Club.	Ongoing	Leadership class, teachers, counselors, administration, classified staff, PHS Parent Club			
Continue with a multiyear written professional development plan. (2016-2019)	Ongoing	Administration, counselor, and teaching staff			
Continue to fine-tune SLOs to ensure we have the correct measures in place to determine if we are meeting the outcomes as site. Evaluate each semester.	Ongoing	Administration, counselor, and teaching staff			
Submit courses to UC/CSU (a-g) portal to increase student completion of a-g requirements.	Ongoing as needed	Administration, counselor, and instructional staff			
College and Career Technician and Counselor will work on 4 year plans with 8-11 graders. Counselors meet with all students annually to create (incoming 9th graders) and update (10-12) students 4-Year Academic Plans.	Ongoing	Administration, counselor			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Create and implement units for 10-12 on the components of College and Career Readiness. Will be implementing the additional units in advisement.	Ongoing	Administration, counselor, teachers, and GFSF Lead	Stipend to develop units.	Other	5000
Continue with Life Choices Curriculum: Year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career. Dual enrollment college credit will be offered for the 9th grade course for all students.	Ongoing	Teachers teaching Life Choices, College and Career Technician, and Academic Counselor.			
Offer Life Choices Curriculum to 11-12th graders that have not completed their district technology requirement. Technology will be embedded in the year-long course. This course will mirror the freshman course, but only 11-12 graders will be enrolled. Dual enrollment college credit will be offered.	Ongoing through 6/2/2019	Teachers teaching Life Choices, College and Career Technician, and Academic Counselor.			
Implement dual enrollment partnership with Woodland Community College and our high school with courses taught by high school staff. Purchase textbooks as needed.	Ongoing	Teachers, Administration, and WCC			
Continue Advanced Placement exam dues paid for students taking AP courses.	Ongoing	Administration, AP teachers, and Counseling		LCFF: Supplemental/Concentration	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue providing career/college exploration field trip opportunities for high school students offered through nearby colleges.	Ongoing	Administration and Counseling		Lottery: Unrestricted	5000
Track immigrants at PHS/AAHS and plan 10 year college and career paths/plans.	Ongoing	Administration, Counseling, and College and Career Technician		Title III Immigrant Education Program	5923

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subjects and Student Engagement
LEA/LCAP GOAL:
PJUSD students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools. (LCAP Goal #2)
SCHOOL GOAL #3:
Increase ALL students feeling of school connectedness academically, socially, emotionally, and physically. (WASC Goal #4)
Data Used to Form this Goal:
Discipline referrals and suspensions, attendance reports, Healthy Kids Survey, PE D's and F's, and FIT data.
Findings from the Analysis of this Data:
High school students are receiving too many D's and F's, students in need of social/emotional counseling based on the number of parent and teacher referrals, lack of enrichment opportunities at school sites after school.
How the School will Evaluate the Progress of this Goal:
The principal will meet regularly with teachers to review assessment data as it becomes available to monitor progress. The principal will report the results of the assessments quarterly to staff, the Site Council, Superintendent, and Board of Trustees.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain prevention/intervention counselor 1 day a week and when needed.	Ongoing	Administration	Prevention/Intervention Salary/Benefits	LCFF: Supplemental/Concentration	21142
Maintain extra-curricular funding.	Ongoing	Administration			
Maintain additional Physical Education teacher for add classes at PHS.	Ongoing	Administration		District Funded	12500
Continue to offer ROP/CTE courses for students.	Ongoing	Administration		LCFF: Supplemental/Concentration	33000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue with music teacher to increase the offerings at PHS and purchase musical instruments for the necessary courses.	Ongoing	Administration		LCFF: Supplemental/Concentration	52,635
Hire part-time nurse.	Ongoing	Administration			
Increase cameras on campus including the school farm.	Ongoing	Administration and Technology Director	CTEIG & Lottery	Unrestricted	3000
With the implementation of the new Discipline Guide we will develop a positive behavior intervention and support system to reward students for positive behavior as well as reaching academic goals (including SLOs).	Ongoing	Leadership class, teachers, counselors, administration, classified staffw			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All Subjects and Student Engagement
LEA/LCAP GOAL: PJUSD will engage families and members of the greater school district and community as educational partners. (LCAP Goal #3)
SCHOOL GOAL #4: Increase parent involvement to represent ALL students. (WASC Goal #5)
Data Used to Form this Goal: Parent Portal access, participation at PAW Talk, participation at school activities (open house, back to school night)
Findings from the Analysis of this Data: Low percentage of parents access the grade portal to view their child’s grade status, parents accessing grade portal express wanting grades to be kept current in the system, low levels of EL and LI parent participation as students move through the grades.
How the School will Evaluate the Progress of this Goal: 56.6% of high school parents have access to grading portal, increase to 60%. 33 DART referrals, decrease to 25 or less (district-wide). Offer PIQE parent engagement workshop for high school parents. (Was during the 15/16 school year for JJH/PHS--will rotate back to the JJH/PHS for the 17/18 school year.) Request parent feedback through end-of-year surveys. Monthly/Bi-Monthly PAW Talk meeting attendance lists.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Maintain parent training on how to access brand-new abi.net parent portal for student attendance and grades. Include access for signing-up during Back-to-School Nights.	Ongoing	Counselors, administration, Technology Teacher		Title I Part A: Basic Grants Low-Income and Neglected	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Continue staff training and time for using Aeries system to communicate with parents regarding grades and upcoming assignments. Included in Professional Development plan.	Ongoing	Technology Assistant, Administration, and all staff		Title I Part A: Basic Grants Low-Income and Neglected	2000
Continue Edu-link contract to allow phone and email message communication with parents. Create a yearly calendar of events to ensure the dialer is being used.	Ongoing	Technology Director, Office and Counseling Staff, Administration			
Continue holding CTE/Agriculture advisory committee meetings four times per year.	Ongoing	CTE Teachers, Admin, and Committee Members			
Continue to provide high school parents by grade level with a timeline of important dates for ensuring their student is prepared for college or career entry. This should include dates of assessments such as PSAT, AP, SAT, ACT, and dates of college deadlines and scholarship deadlines. Parent "Survival" guide.	Ongoing	Counseling Staff & Administration		Title I Part A: Basic Grants Low-Income and Neglected	600
Hold Sacramento State Academy Orientation.	PHS meeting-not traveling to Sacramento	Counseling Staff, Administration.			
Maintain App for district and site information/communication with parents and community.	Ongoing	Technology Director, Office and Counseling Staff, Administration.		District Funded	3,500

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF: Supplemental/Concentration	319,350	-12,500.00
Title I Part A: Basic Grants Low-Income	57,592	22,500.00
Title III Immigrant Education Program	5,923	0.00
NCLB: Title III, Limited English	3,908	0.00
Lottery: Unrestricted	24,701	16,451.00
Lottery: Instructional Materials	18,414	10,414.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	124,569.00
LCFF: Supplemental/Concentration	331,850.00
Lottery: Instructional Materials	8,000.00
Lottery: Unrestricted	8,250.00
NCLB: Title III, Limited English Proficiency (LEP) Student	3,908.00
Other	5,000.00
Title I Part A: Basic Grants Low-Income and Neglected	35,092.00
Title III Immigrant Education Program	5,923.00
Unrestricted	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	213,691.00
Goal 2	182,524.00
Goal 3	122,277.00
Goal 4	7,100.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Newman	X				
Jeanine Schapp		X			
Erin Sweet		X			
Troy Geierman		X			
Kim Castro		X			
Perla Duarte			X		
Jodi Erhke				X	
Amy Doherty				X	
Emma Velasquez				X	
Jesse Tatum					X
Kathy Corona					X
Ellie Geyer					X
Patty Gonzalez			X		
Aimee Williams				X	
Kaileia Velasquez					X
Nicole Mendoza			X		
Numbers of members of each category:	1	4	3	4	4

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee

Perla Duarte

Signature

English Learner Advisory Committee

Perla Duarte

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Lynn Howard

Signature

Other committees established by the school or district (list):
WASC Focus Groups Chair

Lynn Howard

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on May 24, 2017.

Attested:

Mrs. Nicole Newman
Typed Name of School Principal

Nicole Newman
Signature of School Principal

5/24/17
Date

Ms. Perla Duarte
Typed Name of SSC Chairperson

Perla Duarte
Signature of SSC Chairperson

5/24/17
Date



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2017/2018

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Pierce Joint Unified School District District CDS Code: 06-61614

Name of County: Colusa County Office of Education County CDS Code: 06-10060

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 22 / 2017 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2018.

Submitted by (Superintendent, Board Secretary, or Designee):

Carol Geyer *Carol Geyer* Superintendent
Name Signature Title

530-476-2289 530-476-2892 ext. 13001 06-23-17
Fax Number Telephone Number Date

P.O. Box 280, Arbuckle, CA 95912
Mailing Address

cgeyer@pierce.k12.ca.us
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	5 _____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

2017–18 Title III ESSA Transition Plan

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

CDS Code: 06-61614-0000000 **LEA Name:** Pierce Joint Unified School District **Fiscal Year:** 2017-18

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:		Persons Involved/Timeline (Optional)
Required Content	Provide effective professional development. ELD coordinator and/or literacy coach will provide professional development to the ELD teachers and to teachers with EL students in their classrooms. These trainings will utilize the ELA/ELD state framework as a resource. Utilization of the state adopted ELA/ELD curriculum will be part of the professional development too. These trainings will be built into the existing staff development calendar days.	
	Implement effective programs and activities. ELD instruction by ELD teachers will be provided to EL students based on students' language proficiency. Content specific teachers will instruct EL students using SDAIE and other content access strategies to ensure comprehension of the content.	
	Ensure English proficiency and academic achievement. Teachers will review academic and language proficiency data of their EL students and ensure students are getting all of the necessary supports. EL subgroup progress on the CAASPP will be monitored and analyzed.	

	<p>Promote parent, family, and community engagement in the education of English Learners. All parents of EL students will be invited to participate on the ELAC and DELAC. Translators will be available at site functions and during parent-teacher conferences. The district will encourage parents to participate in parent trainings that are offered.</p>	
--	--	--

LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
Other Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized EL activities.</p> <p>ELD teacher will provide supplementary services as part of the language instruction program for English Learners.</p>	

Plan to Provide Services for Immigrant Students

<p>Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.</p>	<p>Persons Involved/Timeline (Optional)</p>
---	---

Authorized Activities

Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.

*Please see <http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp> for a list of authorized Immigrant activities.

Program Grant Management System (PGMS)

Pierce Joint Unified (131 - Secondary)

LEA Profile

Allocation Amount	\$9,102.00
Budgeted Amount	\$9,102.00
Indirect Amount	\$0.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Thursday, May 25, 2017 12:00 AM
Application Status	Submitted For Review on May 22 2017
Fiscal Activity	No Activity
Certified Claims	
Signed GAN Received by CDE	GAN has not been processed or sent to LEA

* Subject to change based on Capital Outlay and actual expenditures

Local Education Agency (LEA) Information

OPUS Coordinator

Name: Melanie Brackett
 Phone: 530-476-2892 Ext. 13000
 E-mail: mbrackett@pierce.k12.ca.us

LEA Contact Information

LEA Name:
 Pierce Joint Unified--Secondary
 CDS Code: 06-61614-0000000
 Vendor Number: 6161
 Address: PO Box 239
 Arbuckle, CA 95912-0239
 Phone: 530-476-2277
 Fax: (530) 476-2289
 E-mail: cgeyer@pierce.k12.ca.us

Superintendent

Name: Carol Geyer

Perkins Coordinator Information

The Perkins coordinator contact information can only be updated by the Perkins coordinator. The Perkins coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Perkins Coordinator

Name: Nicole Newman
 Title: Coordinator
 Phone: 530-476-2277 Extension: 13101
 Fax: (530) 476-2289

E-mail: coveer@pierce.k12.ca.us
Street Address: 960 Wildwood Road
City: Arbuckle
State: CA
Zip Code: 95912

Perkins Coordinator Contact During Summer

E-mail: nnewman@pierce.k12.ca.us
Phone: 530-966-7748 Extension:

Fiscal Coordinator Information

The Fiscal Coordinator contact information can only be updated by the fiscal coordinator. The fiscal coordinator should go to the PGMS Portal and select Account Management listed under My Account to update their contact information.

Fiscal Coordinator

Name: Daena Meras
Title: Fiscal Coordinator
Phone: 530-476-2892 Extension: 13005
Fax: 530-476-2289
E-mail: cmernas@pierce.k12.ca.us
Street Address: 540-A 6th Street
City: Arbuckle
State: CA
Zip Code: 95912

LEA CTE Advisory Chair Information

The LEA CTE Advisory Chair Information can only be updated by the Perkins coordinator.

Name: Todd Miller
E-mail: TMiller@Tremontag.com
Phone: 530-304-7704 Extension:

Section I - State Assurances and Certifications

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- ⊗ California Department of Education General Assurances
- ⊗ Drug Free Workplace Certification
- ⊗ U.S. Department of Education Debarment and Suspension
- ⊗ U.S. Department of Education Lobbying
- ⊗ Perkins IV Assurances and Certifications
- ⊗ 2017-18 Grant Conditions

Section I - LEA Sign-off Section

* Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

Section I - CDE Review and Sign-off Section

Section I - Section Approved

Section II - Representatives of Special Populations

Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

After collecting the required signatures, enter the name and title of the person representing each of the special populations listed below.

Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Carol Geyer
Title I Coordinator Title: Superintendent

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Melissa Cano
English Learner Coordinator Title: ELD Coordinator

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Chuck Wayman
Special Education Coordinator Title: SELPA Director

Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Carol Geyer
Title IX Coordinator Title: Superintendent

Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Carol Geyer
Title IX Coordinator Title: Superintendent

Section II - LEA Sign-off Section

^{1/} As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2016–17 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2017–18 Perkins IV application for funds.

Section II - CDE Review and Sign-off Section

Section II - Section Approved

Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

Pierce Joint Unified (131 - Secondary) has failed to meet three or more of the required targets of performance or has fallen below 60 percent in any one core indicator and is identified as a Priority Improvement Agency. This designation requires the LEA to submit an Action Plan. This form can be found on the CDE [Perkins Forms and Files](#) page. The Action Plan must be submitted along with the annual application. Applications cannot be approved without the submission of an Action Plan.

N/A may indicate that the LEA:

- ❑ Failed to report the required data for that indicator
- ❑ Is one of the State Special Schools or California Education Authority
- ❑ Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE--101 E2 report

1S1 Academic Attainment-Reading/Language Arts

Numerator:

Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2013-14:	55.67 %	LEA Level 2014-15:	45.24 %	LEA Level 2015-16:	40.41 %
State Level 2015-16:	58.50 %	Required Target:	52.65 %	Met Target:	No

Explanation:

The students identified in this data were administered a test (CAASPP) that was aligned to ensuring all the new CCSS are taught. With that said, the progression of the content standards has created gaps in their learning base. Even though this number is below the required target we feel that with the steps below we have and will continue implementing provide more support for kids and a better tracking system for improvement.

Strategy to improve performance level:

Through PLC's CTE teachers will collaborate with English teachers to continue to incorporate literacy into their curriculum. Best practice for literacy strategies will be an emphasis and literacy and vocabulary development is on our professional development agenda for 16/17 & 17/18 school year.

Planned activities:

Students that are identified through career counseling/Careers' instruction and collaboration between administrators and teachers as being weak in English-language arts will either be placed in the English support class or receive tutoring afterschool from a credentialed tutor. CTE courses will incorporate subject specific reading materials to improve literacy. With an emphasis on informational texts.

Funding source: District Perkins Other

Funding Amount: \$20,000.00

1S2 Academic Attainment-Mathematics

Numerator:

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2013-14:	53.61 %	LEA Level 2014-15:	65.48 %	LEA Level 2015-16:	17.81 %
State Level 2015-16:	60.00 %	Required Target:	54.00 %	Met Target:	No

Explanation:

The students identified in this data were administered a test (CAASPP) that was aligned to ensuring all the new CCSS are taught. With that said, the progression of the content standards has created gaps in their learning base. Even though this number is below the required target we feel that with the steps below we have and will continue implementing provide more support for kids and a better tracking system for improvement.

Strategy to improve performance level:

Through PLC's CTE teachers will collaborate with English teachers to continue to incorporate math (when applicable) into their curriculum. Best practice for literacy strategies will be an emphasis school wide and literacy and vocabulary development is on our professional development agenda for 16/17 & 17/18 school year. We have also put in place a Math Placement Policy that places students where they should be in high school based on a RIT score from NWEA and CAASPP data. Beginning with the 17/18 school year we will begin piloting CPM-Integrated Math 1 for our Math 1, 1A, 1B courses.

Planned activities:

Pilot of new math curriculum, mandatory tutoring when needed for math support, training in the 8 mathematical practices, Instructional Coach for Math 1 classes--pulling a math teacher out for a period to support teachers and analyze data to bring about change.

Funding source: District Perkins Other

Funding Amount: \$20,000.00

2S1 Technical Skill Attainment

Numerator:

Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator:

Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

LEA Level 2013-14: 100.00 % LEA Level 2014-15: 96.45 % LEA Level 2015-16: 97.61 %
State Level 2015-16: 92.00 % Required Target: 82.80 % Met Target: Yes

3S1 Secondary School Completion

Numerator:

Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

Denominator:

Number of 12th grade CTE concentrators who left secondary education during the reporting year.

LEA Level 2013-14: 97.94 % LEA Level 2014-15: 96.43 % LEA Level 2015-16: 0.00 %
State Level 2015-16: 94.00 % Required Target: 84.60 % Met Target: NA

4S1 Student Graduation Rate

Numerator:

Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

Denominator:

Number of 12th grade CTE concentrators.

LEA Level 2013-14: 97.94 % LEA Level 2014-15: 96.43 % LEA Level 2015-16: 0.00 %
State Level 2015-16: 94.00 % Required Target: 84.60 % Met Target: NA

5S1 Secondary Placement

Numerator:

Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

Denominator:

Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

LEA Level 2013-14: 96.77 % LEA Level 2014-15: 98.48 % LEA Level 2015-16: 100.00 %
State Level 2015-16: 95.00 % Required Target: 85.50 % Met Target: Yes

6S1 Non-traditional Participation

Numerator:

Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

Denominator:

Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2013-14:	45.71 %	LEA Level 2014-15:	43.24 %	LEA Level 2015-16:	37.67 %
State Level 2015-16:	38.00 %	Required Target:	34.20 %	Met Target:	Yes

6S2 Non-traditional Completion

Numerator:

Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator:

Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2013-14:	51.92 %	LEA Level 2014-15:	51.78 %	LEA Level 2015-16:	48.90 %
State Level 2015-16:	33.00 %	Required Target:	29.70 %	Met Target:	Yes

Section III - LEA Sign-off Section

✓ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

Section III - CDE Review and Sign-off Section

Section III - Section Approval

Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

LEA Response

1. What process is used to annually evaluate the effectiveness of the CTE program and who is involved in the evaluation? How is data (both CTE and non-CTE) used as a component of the evaluation?

Career Technical Education teachers meet regularly during PLC time to discuss funding and purchases to best serve CTE students. The site administrators participate in these discussions as well. The district administration has recognized a need for coordination and assigned a period to a CTE teacher to act as a coordinator for all career pathway areas. Teachers of each CTE pathway complete an annual review of their programs using the CTE self-review tool as the basis of evaluation. PLC within the school year allows the CTE department to share reviews and plans. Program strengths and goals are shared/discussed at the annual advisory meeting. Break out time by industry sector or pathway is provided during the advisory meeting so that teachers have an opportunity to discuss findings with business partners. Data such as A-G approvals, articulations, performance on each of the Core indicators (including Math and ELA progress) are reviewed and discussed in the evaluation process. We will also request that Sutter County Office of Education evaluate the 11 Elements of our CTE programs during the 17/18 school year.

2. It is a requirement that the results of annual evaluation be shared with the public in a variety of formats. Doing so with fidelity and creativity shows that a school's stated value of career preparation as the equal to college preparation ("college and careers") is matched by their actions. Describe the variety of formats, venues, and ways in which your results of annual evaluation are shared with the public.

As mentioned above, annual evaluation results are shared at Advisory Meetings each year. PHS is in the process of updating their webpage and will add the E-1 and E-2 reports for public access. Advisory board meeting agenda and minutes will be public and posted (which will have some notation of the annual evaluation status plans or goals and outcomes). Annual reports are also shared with SSC and ELAC as well as to staff at articulation meetings.

3. All Perkins funds are supplemental support for CTE programs. In order to demonstrate that Perkins funds are supplemental and that the district is not supplanting funds, LEAs are to use a specific Goal Code (3800, 6000, 4630) with in the Standard Accounting Code Structure. Please describe the funding sources your LEA uses to support CTE programs in the Local Control Funding Formula (LCFF) and how do you ensure that these funds are correctly coded?

Pierce High School receives approximately 10,000 in Perkins funds annually. We have five properly credentialed CTE teachers in our pathways which would not sustain or effectively run programs without the district LCFF funds, CTEIG funds to improve on an annual basis (we don't get enough Perkins to run any of our pathways or salary and benefits with Perkins alone).

4. Describe how your LEA manages the Perkins purchasing process so that all expenditures over \$500 and the highly pilferable items are added to the historical inventory as required by both federal regulations and California Education Code.

PHS CTE instructors update the classroom/pathway historical inventory list and tag all items over \$500 and those that are highly pilferable. As items are purchased they are added to the inventory lists for each pathway. These will be checked yearly. The historical inventory lists are turned into the CTE Coordinator.

LEA Sign-off Section

☞

Section IV - CDE Review and Sign-off Section

Section IV - Section Approval

Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
	Manufacturing and Product Development	Welding and Materials Joining	\$9,102.00
		Total	\$9,102.00

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Pierce Joint Unified (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- ☐ Description
- ☐ Name
- ☐ Serial or other identification number
- ☐ Acquisition date
- ☐ Original cost
- ☐ Location (room)
- ☐ Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☐ Yes No

Teacher Qualification

LEA Sign-off Section

- ✓ Sequence of Courses to Be Funded section is complete.

Section V - CDE Review and Sign-off Section

Section V - Section Approval

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5000 Services/ Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6000 Capital Outlay	\$9,102.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$9,102.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
Total	\$9,102.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,102.00

Section VI - Section Approved

Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- ☒ New courses have been added to an existing program sequence.
- ☒ New sequences of courses have been developed for an existing industry sector.
- ☒ A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for ?

Yes No

Section VII - LEA Sign-off Section

- ✓ Local CTE Plan Update section is complete and ready for CDE review.

Section VII - CDE Review and Sign-off Section

Section VII - Section Approved

Questions: Perkins Support Team | perkins@cde.ca.gov | 916-324-5706

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2017-18 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2017)

DATES OF PROJECT DURATION - JULY 1, 2017, TO JUNE 30, 2018

Pierce High School

Pierce Joint Unified

(School Site)

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Cindy Kohle

Signature of Agriculture Teacher
Responsible for the Program

Superintendent

Title

Debra Newman

Signature of Principal

Contact Phone Number: 530-476-2277

Date of Approval of Local Agency Board:

June 22, 2017

Funds Requested - Part I

\$5,000.00

Part II

\$2,888.00

Part III

\$18,000.00

Part IV

\$0.00

Total

\$25,888.00

Number of Different Agriculture Teachers at Site:

4

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	
Three Teachers or More	\$5,000	\$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2016-17 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	361	\$2,888.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- * Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- * Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- * Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 4

List the Names of the Agriculture Teachers:

- | | |
|-----------------------------|------------------------|
| <u>1. Cindy Rohde</u> | <u>4. Gary Lederer</u> |
| <u>2. Luke VanLaningham</u> | <u>5.</u> |
| <u>3. Erin Sweet</u> | <u>6.</u> |

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	<u>4</u>	<u>\$8,000.00</u>
Criterion 11A - Year-Round Employment	<u>4</u>	<u>\$8,000.00</u>
Criterion 11B - Project Supervision Period	<u>1</u>	<u>\$2,000.00</u>

TOTAL FUNDS REQUESTED PART IV \$18,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C
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California Department of Education
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2017.

Number of Students on Previous Year's R-2 Report: 361

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of 25 the activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be 9 at least 5 percent of the R2 number)

12C Qualified and Professional Activities

Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities 5 Verification Page)

12D Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory 3 Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Todd Miller

Phone Number of Agriculture Advisory Committee Chair: 530-681-8341

12E Retention

Number of students from the 2013 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be 71 at least 30% of the 2013 Freshman cohort

12F Graduate Follow-Up

68 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up 65 report

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
PIERCE JOINT UNIFIED SCHOOL DISTRICT
FOR THE 2017/18 SCHOOL YEAR**

The Pierce Joint Unified School District (“District”) and the Pierce Joint Unified Educators Association (“PJUEA”) having met and negotiated pursuant to the Education Employment Relations Act hereby agree to modify the current Collective Bargaining Agreement as follows:

1. Allow for an exemption to Appendix C: Peer Assistance and Review sections 1.3.4.1 and 1.3.4.2 of the current Collective Bargaining Agreement as follows:
 - a. Kevin Wolfman, who has 2 years of experience will be the consulting teacher for Justin Valencia.

PIERCE JOINT UNIFIED EDUCATORS
ASSOCIATION

BY: _____

TITLE: _____

DATED: _____

PIERCE JOINT UNIFIED SCHOOL
DISTRICT

BY: _____

TITLE: _____

DATED: _____

**Memorandum of Understanding
Between the Pierce Joint Unified School District
And the Pierce Joint Unified Educators Association**

June 12, 2017

**PJUEA Proposals to Make Full-day Kindergarten and TK
the Best They Can Be for Our Students in 2017-2018**

Article 10.1.4.1 Kindergarten language states "Student (instructional) contact time of not more than 280 minutes." The Association will agree to increasing those minutes to 300 minutes per day in the 2017-18 school year, with the following provisions:

1. The District will provide a substitute teacher for each Kindergarten and TK teacher for one day once a trimester, to work on report card testing.
2. The Kindergarten and TK teachers will be provided an hour of collaboration six times during the school year as part of the Wednesday minimum days.
3. If at any time during the 2017-2018 school year, any of these need adjustments based on student and teacher needs, the parties will meet to take care of those items.
4. In the Spring of 2018, the full day program will be evaluated by all Kindergarten and TK teachers, Paraprofessionals and the District administration to make needed changes before planning for the 2018-2019 school year.

For the Association:



Date: 6-12-17

For the District:



Date: 6/12/17

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday, May 18, 2017 6:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Regular Board Meeting Minutes

Governing Board:

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

1. CALL TO ORDER

President Abel Gomez called the meeting to order at 6:00 p.m.

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

George Green arrived at 6:05 p.m.

Absent: None

Others Present: Carol Geyer, Ron Fisher, Summer Shadley,
Nicole Newman, Daena Meras, Rick Alexandar, Renee Coutee,
Tabitha Coutee, Amy Gibbons, Melissa VanLaningham, Amy
Joel, Martha Martinez, Molly Conrado, Sussi Stassi, Haley Leue,
Cora Cherry, and Melanie Brackett

A. *Pledge of Allegiance*

Ms. High led the *Pledge of Allegiance*

2. APPROVAL OF AGENDA

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

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

Tabitha Coutee spoke regarding her daughter walking in the Pierce
High School Graduation. Renee Coutee read a letter that she wrote
to the Board. Melissa VanLaningham spoke on behalf of the Lloyd
G. Johnson Junior High School Parent's Club regarding Science
Camp. She reported that in the past the cost of Shady Creek has
been paid for through fund raising and donations. This year they
are looking at a significant increase in the amount of funds that
need to be raised in order for every child to be able to attend. She
submitted a spread sheet outlining the cost for the past three years
as well as cost projections for next year. There will be an
additional 30 students for next year's trip to Shady Creek and the
cost to send students to Shady Creek has also gone up. It appears
that there will be an increase of approximately \$13,000.00. She is
asking the Board to consider helping to pay for the students to
attend Shady Creek Science Camp. She stated that the camp has
worked to incorporate a true curriculum which is an encompassing
curriculum that includes writing as well as science. Amy Gibbons
also spoke about the importance of Science Camp and how
fantastic it is that the students get this wonderful opportunity. She

also asked the Board to consider helping with the cost of the camp and would like to see the camp continue. Amy Joel also spoke regarding Shady Creek and how much fun her daughter had at camp and how much she learned there.

Cora Cherry reported that Ellie Geyer expressed her truest apologies for not being able to give a report at her last Board Meeting as Student Body President. Ellie wanted the Board to know that she has had a wonderful year being the Executive President for Pierce High School and she wants to thank the Board members for all that they do for the schools in our district. Many events have taken place at Pierce High School over the past 3 months. March 21 was the Sadie Hawkins Dance. Cora outlined the events that took place the week before the Sadie Hawkins Dance. March 21st was also the Annual Blood Drive. There was an amazing turn out. 75 pints were collected. The junior class has been having meetings since March to plan the prom. The prom will be this Saturday, May 20th at the junior high. The Every 15 Minutes event was held April 20th. Cora outlined the participants of the Every 15 Minutes program. Cora thanked all of the volunteers that helped with the event. Sign-ups for next year's student body elections will be held the week of May 24th. The election will be held the week after. Cora outlined the events for the elections. She gave the results of the elections for each class. The seniors went on their senior trip on May 17th to San Francisco where they attended a Giant vs. Dodgers game and went on a dinner cruise. On Monday, May 15th selected juniors and seniors at the top of their class were honored at the Distinguished Dozen Diner that was held at the Arbuckle Golf Course. The top 6 sophomores served dinner. Each senior invited a teacher that they felt made a lasting impact on their life. Cora gave the results for FFA and FBLA elections. FFA had their end of the year banquet on May 16th.

Duffy Bailey read a letter to the Board of Trustees in celebration of Rick Alexander retiring after 28 years of service to the Pierce Joint Unified School District.

The Board adjourned at 6:20 p.m. to celebrate the retirement of Rick Alexander.

The Board reconvened at 6:32 p.m. to proceed with the meeting.

4. PHS Student Body Representative Report

5. Employee Retirement Recognition

6. *Adjourn for Refreshments*

7. *Proceed with Meeting*

8. 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

Nicole Newman reported that there are three students who will participate in the Arbuckle Alternative High School graduation on May 31st. Mr. Gomez will be presenting diplomas to the students. The drama class will have their last presentation of the year next week on Monday and Wednesday nights. Tuesday night is the Spring Athletic Banquet which will be followed by a choir performance at 7:00 pm. Open house is Thursday where students can pick up their 2017/18 schedules. Senior night is Tuesday, May 30th at 6:00 p.m. Seniors will be getting invitations next week. Ms. Charter asked if the scholarships will be awarded at senior night instead of at the graduation ceremony. Ms. Newman replied that the scholarship presenters were given the option to present at senior night or the graduation ceremony. Tomorrow night there is a Seal of Biliteracy ceremony for students that have earned that certificate. The Annual Graduation Walk will take place on May 30, 2017. The seniors will walk through Johnson Junior High and then over to Arbuckle Elementary in their caps and gowns. Graduation practice will happen Thursday and Friday of the last week of school while finals are being wrapped up. The 2017/18 Master Schedule is complete.

Summer Shadley reported that it has been a good, crazy week at Arbuckle Elementary and Grand Island Elementary. The 2nd grade at Arbuckle Elementary visited Fog Willow Farms on Tuesday. Open House was held last night with about a 70% attendance in every classroom. The teachers put on some awesome displays in the multi-purpose room. Rojelio is on campus! The TK and K performance is tomorrow. He has also been working with grades 4 and 5 this week. Next week he will work with grades 1-3 and review with grades 4 and 5. The final performance will be at Pierce High School with grades 1-5 on May 26th at 1:00 p.m. Rojelio will be at Grand Island tomorrow afternoon. The Grand Island performance will be next Thursday at 2:00 p.m. The 4th and 5th grade classes walked to the high school to see the drama performance today. The 5th grade at both sites toured Johnson Junior High in getting ready for 6th grade. Tomorrow the 1st grade is going to tour a tomato field. CAASPP make ups are wrapping up. Ms. Shadley gave a huge thank you to her secretaries for all of their hard work throughout the year. Enrollment at AES is at 637 and at GI it is 58. Two para educator positions close on June 2 for the extended Kindergarten program for the 2017/18 school year.

Ron Fisher reported that the second round of 6th grade teacher interviews were held today at Lloyd G. Johnson Junior High School. One of the candidates will be offered the position tomorrow. NWEA testing is complete. It appears that test scores

have improved in all areas but one. He will report which area did not improve during his benchmark report next month. A number of the science teachers attended NGSS (Next Generations Science Standards) training on Saturday. Megan Hall and Amy Kuykendall will be working with the 6th – 8th grade science teachers on a couple of trainings at the beginning of next year. A retirement celebration was held yesterday for Rick, Susan, and Marlene with an ice cream cake. CAASPP testing will be finished up by next week. High school ASB representatives came over and talked with the 8th graders regarding class officer elections. There will be Study Sync training at the beginning of next year as well as throughout the 2017/18 school year with Amy and Megan. This will be for our new teachers who are not familiar with Study Sync. School Site Council meeting was held on May 8th where the Single Plan for Student Achievement was approved with some budget changes made by Daena Meras. The drama class presented to the 6th and 7th graders with several small sketches instead of a full play. The 5th graders visited JJH today. The 24th will be the 8th grade promotion dance. The dance is open to all grades at JJH. Swimming days for the 6th graders is May 26th. The 7th and 8th graders will go on May 31st. The 8th grade trip is on May 31 to Raging Waters. The 8th grade promotion ceremony is on June 1st at 7:00 p.m. Awards ceremony will be held on June 2nd in the morning. The 25th is Science Fair with hotdogs and hamburgers for all.

9. REPORTS:

A. TCIP Report

TCIP (Tri-County Induction Programs) participants were in attendance to give an annual report on the program and how it is working for them. TCIP is a two year program for new teachers that pair the new teacher with a mentor teacher for support during those first two years. Ms. Shadley introduced the Year 1 participants, Molly Conrado who is mentoring Martha Martinez and the Year 2 participants, Susie Stassi who is mentoring Haley Leue. Molly outlined how she supports Martha with everyday teaching and lesson plans. She reported how easy it is to meet regularly with Martha as they teach the same grade level. She explained that she attends a meeting every two months with other mentors for regular training on how to be a successful mentor and go over any assignments that Martha may be assigned. Martha Martinez outlined how amazing it is to have Molly as her mentor. She reported that she felt a bit lost with it being her first year as a teacher, but the mentoring and support she has received from Molly has been excellent and has made her feel much better about being a first year teacher. She outlined the assignment she completed. Molly said that being able to observe other teachers is a great component of the program. It allows for Molly and Martha

to observe teachers, but also for Molly to observe Martha's teaching. Susie Stassi outlined the TCIP program for second year teachers. She reported that it is basically the same as for first year teachers, but there is a year-end action research project that she will support Haley in completing. She outlined the meetings that the two of them have regularly. Haley Leue outlined the responsibilities of a second year teacher through TCIP. She explained the action research project. She appreciates Susie's support and mentoring. Mrs. Geyer reported that they try to place new teachers with a mentor who is teaching the same grade, but sometimes that is not possible due to grade changes and getting mentors to apply to the program. Next Wednesday there will be a colloquium for TCIP mentors and teachers with a guest speaker.

B. Facilities / Transportation Report

Duffy Bailey reported that the pool is painted. The water will be started tomorrow to be ready for lifeguard training. The painting project at Pierce High School is on the agenda for approval tonight. The Johnson Junior High School modernization has received DSA approval and the bid documents are out. There is a mandatory bid walk on May 24th. The bid for this project will be opened on June 6th. The south gym floor refinishing project is on schedule. The design for the floor was finalized today. The repairs will start on the 5th of June with a July 15th completion date. The Prop 39 lighting and HVAC project started on May 8th. The lighting project portion should be complete by next week at the high school and the junior high. The HVAC project needs DSA approval and the hope is to start that project in June. The Pierce High School Multi-Purpose room project is on schedule. The plans are pending approval at DSA. Planning for future projects is continuing at regularly held Facility Planning Committee Meetings. Mr. Bailey conducted a walk through yesterday with the architect and consultant at Arbuckle Elementary for the new classroom project at that site. Transportation wise the district is winding down. Track will go to Mt. Shasta tomorrow, there is a field trip to College City, and the Raging Waters 8th grade trip are on the schedule. Mr. Friel asked if the gutters will be fixed with the painting project. Mr. Bailey responded that they will all be fixed before they are painted. Mr. Friel asked about the damaged windows on the girl's gym. Mr. Bailey reported that all of the windows will be fixed. There was discussion regarding the flow of traffic behind the high school and the signage that is no longer readable. Mr. Bailey reported that all signs will be replaced after the multi-purpose room project is complete. Mr. Gomez added that directional arrows on the pavement might help with traffic flow. Mr. Friel asked about the banner thanking volunteers and donors. Ms. Newman reported that the banner for the School Farm has been put up at the tennis courts. Mr. Friel stated that he was referring to

the plaques on the gym that recognize donors for a stadium. There was discussion regarding the issue and it was decided to table this issue until the Facility Planning Committee meeting on May 24th.

Daena Meras outlined the P2 Attendance Report. There were no questions from the Board.

Ms. Newman gave an outline of the mathematic courses that will be available for the 2017/18 school year and in which math classes students will be placed. She submitted the high school math placement policy that was approved by the Board last year. She outlined the policy. She outlined the requirements for students to move up into higher math courses. There was discussion regarding math requirements and placement at the high school. There was further discussion regarding students retaking Math 3 to gain more foundational skills. There was also discussion regarding how units will be calculated if a student retakes a math course. Ms. Newman reported that AP Calculus would probably not be offered for the 2017/18 school year but that AP Stats would be offered. There was discussion regarding this change.

Mrs. Geyer outlined the Local LCAP Indicators to the Board. She explained the difference between Local and State Indicators. She outlined each local indicator priority which include, but are not limited to, cleanliness of schools, teacher credentialing and curriculum, State academic standards, staff development, and parent engagement.

Mrs. Geyer gave a brief update on the status of the Measure B Bond Sales. She reported that the bonds have been sold and the funds have been deposited into the county treasury for District use. The first Citizens' Bond Oversight Committee Meeting will be held June 19th at 9:00 a.m.

The minutes for the May 4, 2017 DELAC meeting were submitted to the Board. Mrs. Geyer reported that the parents are really appreciative for the opportunity to have these meetings and they feel like they are listened to. Mr. Gomez asked when the next DELAC meeting will take place. Mrs. Geyer reported that there will not be another DELAC meeting until next year.

Daena Meras submitted and outlined the Teacher Absence Report. She reported on the amount of days that substitutes are needed in the District by site over the past three years. There was discussion regarding the amount of absences, the amount of substitutes needed each year and the cost of substitutes. The types of leaves available to teachers was discussed. Mr. Green asked if the District

C. P2 Attendance Report

D. Mathematic Courses Placement Report

E. Local LCAP Indicators

F. Measure B Bond Sales Update

G. DELAC Meeting Report

H. Teacher Absence Report

believes there are any absence issues that needed to be addressed. Mrs. Geyer responded that there are no known issues at this time.

Daena Meras reported that the District has contacted legal counsel to obtain information regarding the selling or exchanging of property that the District owns. She reported that the District is exempt from having to go through declaring the property as surplus. The District would need to get appraisals of the property and submit a resolution for Board approval which will outline the terms of the sale or exchange. There was discussion regarding the rental properties that the District currently owns and the properties that the District is interested in obtaining. Ms. High asked if all of the houses owned by the District are occupied. Mr. Bailey responded that they all have occupants. She asked if someone that is living in a District house is not an employee would they need to move out if an employee needed the house. Mr. Bailey responded that the District has never made someone move out because they did not work for the District.

No report was given.

No report was given.

A motion was made by Mr. Friel and seconded by Ms. Charter to approve the 2017/18 Designation of CIF Representatives to League. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Ms. Charter to approve Resolution #16/17 – 26: Resolution for Adopting Guidelines for Student Absences for Religious Exercises. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Mr. Green to approve Resolution #16/17 – 27: Resolution for Adopting Reasonable Methods for Verifying Student Absences Due to Illness or Quarantine. Voting Aye: Mr. Friel, Ms. Charter, Ms.

I. Potential Property Selling Report

10. PJUEA (Pierce Joint Unified Educators Association)

11. CSEA (California School Employees Association)

12. Consider and approve **2017/18 Designation of CIF Representatives to League**

13. Consider and approve **Resolution #16/17 – 26: Resolution for Adopting Guidelines for Student Absences for Religious Exercises**

14. Consider and approve **Resolution #16/17 – 27: Resolution for Adopting Reasonable Methods for Verifying Student Absences Due to Illness or Quarantine**

High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Mr. Friel and seconded by Ms. Charter to approve Resolution #16/17 – 28: Classification of Fund Balances in Governmental Funds. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Mr. Friel and seconded by Mr. Green to approve Resolution #16/17 – 29: Resolution Regarding Bond Authority. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. Charter and seconded by Ms. High to approve Resolution #16/17 – 30: Designation of District Representative and Authorization to file Application(s) for School Facility Grant. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Mr. Friel and seconded by Ms. Charter to approve Resolution #16/17 – 31: Acceptance of the Use of State Construction Grant Funding to Construct a Multi-Purpose Facility at Pierce High School. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None.

A motion was made by Ms. High and seconded by Mr. Green to approve Resolution #16/17 – 32: Budget Revision. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Mr. Friel and seconded by Ms. Charter to approve the Pierce Joint Unified School District Continuing

15. Consider and approve **Resolution #16/17 – 2
Classification of Fund Balances in
Governmental Funds**

16. Consider and approve **Resolution #16/17 – 2
Resolution Regarding Bond Authority**

17. Consider and approve **Resolution #16/17 – 3
Designation of District Representative and
Authorization to file Application(s) for
School Facility Grant**

18. Consider and approve **Resolution #16/17 – 3
Acceptance of the Use of State Constructio
Grant Funding to Construct a Multi-
Purpose Facility at Pierce High School**

19. Consider and approve **Resolution #16/17 – 3
Budget Revision**

20. Consider and approve **Pierce Joint Unified
School District Continuing Disclosure
Annual Report Fiscal Year End
June 30, 2016**

Disclosure Annual Report Fiscal Year End June 30, 2016. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. Charter and seconded by Ms. High to approve the NVSIG (North Valley Schools Insurance Group) JPA Agreement/Bylaws Revision. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

A motion was made by Ms. High and seconded by Ms. Charter to approve the Cancellation of the July 20, 2017 Regular Board Meeting. Voting Aye: Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: Mr. Friel. Absent: None

Mr. Green asked if the new Life Choices teachers would get the in-service as the existing ones did through Woodland Community College. Ms. Newman responded that they would, and that the intent for that class originally through Woodland Community College was for it to be taught by an Ag teacher and be the foundation class for a pathway. Mr. Green suggested that this would not meet the Ag class requirement as it is not listed as an Ag

21. Consider and approve **NVSIG (North Valley Schools Insurance Group) JPA Agreement/Bylaws Revision**

22. Consider and approve **The Cancellation of the July 20, 2017 Regular Board Meeting**

23. Consider and approve **Teacher Consent Forms** for the following:

A. For the 2016/17 School Year:

1. Pierce High School

a. Scott Burnum – Leadership

B. For the 2017/18 School Year:

1. Lloyd G. Johnson Junior High School:

a. Alexandra Rudorff – Art Elective

b. Kevin Wolfman – Life Skills

c. Justin Valencia – Career and College Club

d. Cecil Felkins – Computer

2. Pierce High School:

a. Cindy Rohde – Life Choices

REMOVED FROM APPROVAL

b. Chaz Franklin – Yearbook

c. Erin Sweet – Life Choices

REMOVED FROM APPROVAL

d. Carol Keiser – Life Choices

e. Lynn Howard – Life Choices

f. Scott Burnum – Leadership

g. Steffany Ritchie – Life Choices

class. Ms. Geyer reported that when the original contract was implemented, it was to be taught by an Ag teacher to start a CTE pathway. Ms. Newman added that Ms. Sweet and Ms. Rohde would be adding the Ag component to their Life Choices class. Mr. Green submitted that the class should be called Ag Life Choices. Ms. Newman responded that they are called Ag Life Choices on the Master Schedule. It was determined that Items 23.B.2. a. and c. should be removed from the approval and resubmitted with the correct course name. A motion was made by Ms. High and seconded by Ms. Charter to remove Items 23.B.2. a. and c. and approve Teacher Consent Forms. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

24. Consider and approve **Pierce Joint Unified School District Suicide Awareness and Prevention Plan**

A new law was passed recently regarding suicide prevention. School districts are required to have a plan in place. Mr. Green asked if the law came about before or after 13 Reasons. Mrs. Geyer responded that it was before. Mrs. Geyer and all counselors were invited to watch a webinar on 13 Reasons. The new law also requires staff development which will take place at the district breakfast. A motion was made by Ms. High and seconded by Ms. Charter to approve the Pierce Joint Unified School District Suicide Awareness and Prevention Plan. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

25. Consider and approve **Awarding Pierce High School Exterior Painting Project to the Lowest Bidder**

There was discussion regarding the bid process and the bids received for this project. A motion was made by Ms. High and seconded by Ms. Charter to approve A+ Painting as the Lowest Bidder for the Exterior Painting Project at Pierce High School. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

26. Consider and approve **Student Wellness Goals and Indicators**

A motion was made by Ms. High and seconded by Ms. Charter to approve the Student Wellness Goals and Indicators. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, and Mr. Gomez. Voting No: Mr. Green. Absent: None. Mr. Green stated that he believes the District should be focused on education and should not accept responsibility for tracking this information.

27. Consider and approve **Consent Agenda:**
A. Minutes of April 20, 2017 Regular Board Meeting

- B. Minutes of May 4, 2017 Special Board Meeting
- C. Warrant List for April 2017
- D. Interdistrict Transfers:
 - 1. Transferring **IN** for the **2017/18** School Year:
 - a. Thirteen (13) Students from Williar CA (2 new)
 - b. One (1) Student from Maxwell CA (continuing)
 - 2. Transferring **OUT** for the **2017/18** School Year:
 - a. One (1) Student to Esparto CA (new)
 - b. One (1) Student to Woodland CA (new)
 - c. One (1) Student to Colusa CA (continuing)
- F. Donations:
 - 1. Wells Fargo Matching Gifts Program - AES
 - 2. Lifetouch - AES
 - 3. Wells Fargo Community Support Campaign - JJH
- G. Contracts:
 - 1. Memorandum of Understanding between Migrant Education – Region 1 and Pierce Joint Unified School District for the 2017/18 Fiscal Year

Ms. High requested a change in the Minutes of April 20, 2017 Regular Board Meeting to reflect her attendance in the CLOSED SESSION vote for Public Employment. A motion was made by Mr. Friel and seconded by Ms. High to approve the Consent Agenda with the changes to the April 20, 2017 minutes. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

- 28. Items to be agendized for next regular meeting:

Budget
LCAP
Declaration of Need for Teachers
Principal Benchmark Reports
Single Plans for Student Achievement
Colusa County Youth Shooting Sports Club
Shady Creek Report – The Board held discussion regarding funding for Shady Creek and how the dollars from class fund

raisers is handled. Mrs. Geyer will research and bring back more information for the Board at a later meeting.

The Board discussed the Pierce High School Senior Attendance Policy and requested that this item be put on a future agenda for discussion. This item will be placed on the May 24, 2017 Special Board Meeting agenda.

Mrs. Geyer reported that she and Daena attended a budget workshop yesterday. She submitted a “Pocket Budget” to the Board outlining the Governor’s budget. She gave a brief outline of the budget workshop. The Governor is counting on taxes received to be able to fund a huge percentage of the budget. There are still a lot of unknowns with regards to the budget. There will be a Special Board Meeting on Wednesday, May 24th for a Facility Committee Planning Meeting. June 7th at 1:00 pm there will be a Special Board Meeting to approve the low bidder for the Johnson Junior High School project.

No report was given.

29. Superintendent’s Report

30. Board President’s Report

30. 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	English Teacher – PHS	Hiring
Certificated	Social Science Teacher – PHS	Resignation
Certificated	Social Science Teacher – PHS	Hiring
Certificated	Social Science Teacher – JJH	Hiring
Certificated	Music Teacher – PHS	Hiring
Certificated	6 th Grade Teacher – JJH	Hiring
Classified	Custodian/Bus Driver – JJH	Retirement
Classified	Custodian/Bus Driver – AES	Retirement
Coach	Varsity Head Football Coach – PHS	Hiring

Coach	Varsity Assistant Football Coach (2 positions) – PHS	Hiring
Coach	Assistant Softball Coach	Volunteer
Coach	Cross Country Coach	Hiring
Coach	Cheerleading Coach	Hiring

- B. 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
- C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case
- D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Superintendent: Pursuant to Government Code sec. 54957 the Board will meet in CLOSED SESSION for discussion regarding Superintendent’s evaluation

The Board went into CLOSED SESSION at 8:33 p.m.

The Board reconvened at 10:00 p.m. and took ACTION on the following:

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

Certification	Position	Status
Certificated	English Teacher – PHS	Hiring
A motion was made by Mr. Green and seconded by Ms. Charter to approve Hiring of Certificated English Teacher – PHS . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Certificated	Social Science Teacher – PHS	Resignation

31. OPEN SESSION

A motion was made by Mr. Green and seconded by Ms. High to approve Resignation of Certificated Social Science Teacher – PHS . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Certificated	Social Science Teacher – PHS	Hiring
A motion was made by Ms. Charter and seconded by Mr. Green to approve Hiring of Certificated Social Science Teacher – PHS . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Certificated	Social Science Teacher – JJH	Hiring
A motion was made by Ms. Charter and seconded by Ms. High to approve Hiring of Certificated Social Science Teacher – JJH . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Certificated	Music Teacher – PHS	Hiring
A motion was made by Ms. High and seconded by Mr. Green to approve Hiring of Certificated Music Teacher – PHS . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Certificated	6th Grade Teacher – JJH	Hiring
A motion was made by Ms. Charter and seconded by Ms. High to approve Hiring of Certificated 6th Grade Teacher – JJH . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Classified	Custodian/Bus Driver – JJH	Retirement
A motion was made by Ms. High and seconded by Mr. Green to approve Retirement of Classified Custodian/Bus Driver - JJH . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Classified	Custodian/Bus Driver – AES	Retirement
A motion was made by Ms. Charter and seconded by Mr. Green to approve Retirement of Classified Custodian/Bud Driver - AES . Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None		
Coach	Varsity Head Football Coach – PHS	Hiring
A motion was made by Ms. Charter and seconded by Ms. High to approve Hiring Varsity Head Football Coach - PHS . Voting Aye: Ms. Charter, Ms. High, and Mr. Gomez. Voting No: Mr. Friel and Mr. Green. Absent: None. Mr. Friel and Mr. Green could not support the hiring of the candidate because they felt he already has too many responsibilities.		
Coach	Varsity Assistant Football Coach (2 positions) – PHS	Hiring
Position 1: A motion was made by Ms. Charter and seconded by Ms. High to approve Hiring of Varsity Assistant Football Coach -		

PHS. Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None
Position 2: A motion was made by Ms. Charter and seconded by Ms. High to approve **Hiring of Varsity Assistant Football Coach – PHS.** Voting Aye: Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: Mr. Friel. Absent: None.
Mr. Friel read a letter he had written that summarized an incident he had witnessed during a football game last fall in regards to the coaching candidate. He concluded that he could not support the hiring decision of this candidate for those reasons.

Coach	Assistant Softball Coach - PHS	Volunteer
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A motion was made by Mr. Green and seconded by Ms. Charter to approve **Volunteer Assistant Softball Coach - PHS.** Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

Coach	Cross Country Coach - PHS	Hiring
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A motion was made by Mr. Green and seconded by Ms. Charter to approve **Hiring of Cross Country Coach - PHS.** Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

Coach	Cheerleading Coach	Hiring
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A motion was made by Ms. High and seconded by Ms. Charter to approve **Hiring of Cheerleading Coach – PHS.** Voting Aye: Mr. Friel, Ms. Charter, Ms. High, Mr. Green, and Mr. Gomez. Voting No: None. Absent: None

B. 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: **No ACTION was taken**

C. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION: Pursuant to Paragraph (2) or (3) of Subdivision (D) of Government Code 54956.9 – One Case: **No ACTION was taken.**

D. PUBLIC EMPLOYEE PERFORMANCE EVALUATION - Superintendent: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION for Superintendent’s evaluation **No ACTION was taken.**

32. ADJOURN

The Board adjourned at 10:12 p.m.

Carol Geyer, Secretary to the Board of Trustees

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Wednesday, May 24, 2017
1:00 p.m.

Pierce Joint Unified School District
Technology Building
940A Wildwood Rd, Arbuckle CA 95912
Special Board Meeting Minutes

Governing Board:

Abel Gomez, President

John Friel, Vice President

Nadine High, Board Clerk

George Green, Member

Amy Charter, Member

1. CALL TO ORDER

Board President, Abel Gomez called the meeting to order at 1:00 p.m.

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

Absent: None

Others Present: Carol Geyer, Nicole Newman, Daena Meras, Duffy Bailey, Trent Sommers, Cathy Marsh, Mike Doherty, Tabitha Coutee, and Melanie Brackett

Ms. Charter led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Ms. High and seconded by Ms. Charter to approve the agenda. Voting aye: Ms. High, Ms. Charter, Mr. Green, Mr. Friel, and Mr. Gomez. Voting no: None. Absent: None

2. APPROVAL OF AGENDA

No one spoke at this time.

3. HEARING OF THE PUBLIC

Trent Sommers submitted a preliminary layout of the Pierce High School Multi-Purpose Facility to the Board. There was discussion regarding the colors and durability of the floor. Mr. Sommers submitted a preliminary drawing of the new classroom wing at Arbuckle Elementary. There was discussion regarding the layout and design of the building. Trent will make some changes to the layout that the Board suggested and bring new preliminary drawings to the next facility meeting. There was also discussion regarding the locker room project at Pierce High School.

4. Facility Planning Meeting

The Board discussed the creation of the Football Field Donor Wall. There was further discussion regarding the projects that were completed with the funds from the "Buy a Brick" campaign. The discussion continued regarding replacing the plaques that have been removed from the front of the gym. After further discussion, the Board gave direction to discontinue the practice of displaying the individual names of the generous donations the District receives, and agreed to a more general notice thanking everyone who donates and volunteers with one sign.

5. Football Field Donor Wall

Mrs. Geyer outlined District Policy 5127: Graduations Ceremonies and Activities and the Pierce High School Policy on attendance for seniors. She explained that the Board policy states that the Board shall uphold the decision of the school site appeal process for senior attendance appeals. There was discussion regarding the decline in

6. Pierce High School Senior Attendance Report

absences by seniors since this site policy was introduced to the Board at the end of the 2015/16 school year.

A motion was made by Mr. Friel and seconded by Mr. Green to approve the Agreement between Pierce Joint Unified School District and A+ Painting for the Pierce High School Exterior Painting Project. Voting aye: Ms. High, Ms. Charter, Mr. Green, Mr. Friel, and Mr. Gomez. Voting no: None. Absent: None

A motion was made by Mr. Friel and seconded by Ms. Charter to approve the Pierce Joint Unified School District Board Declaration – Surplus Property: Unused Portable (Rosewood Ent. 92399) at Pierce High School. Voting aye: Ms. High, Ms. Charter, Mr. Green, Mr. Friel, and Mr. Gomez. Voting no: None. Absent: None

The Board went into CLOSED SESSION at 2:46 p.m.

The Board reconvened at 3:04.

A motion was made by Mr. Green and seconded by Mr. Friel to approve the Stipulated Expulsion for Student 16/17 – B. Voting aye: Ms. High, Ms. Charter, Mr. Green, Mr. Friel, and Mr. Gomez. Voting no: None. Absent: None

No ACTION was taken.

The Board adjourned at 3:05 p.m.

7. Consider and approve **Agreement between Pierce Joint Unified School District and A+ Painting for the Pierce High School Exterior Painting Project**

8. Consider and approve **Pierce Joint Unified School District Board Declaration – Surplus Property: Unused Portable (Rosewood Ent. 92399) at Pierce High School**

9. CLOSED SESSION:

A. Stipulated Expulsion for Student 16/17 – B

B. 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

10. OPEN SESSION:

A. Stipulated Expulsion for Student 16/17-B

B. 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

11. ADJOURN

Carol Geyer, Secretary to the Board
of Trustees

Batch 42

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/05/2017

05/04/17 PAGE 10

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

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4200	BOOKS OTHER THAN TEXTBOOKS	2,495.49
4300	MATERIALS AND SUPPLIES	11,543.64
5200	TRAVEL AND CONFERENCE	781.95
5500	OPERATIONS & HOUSEKEEPING SERV	84.61
5600	RENTALS, LEASES AND REPAIRS	5,270.67
5800	CONSULTING SERV/OPERATING EXP	18,334.93
5900	COMMUNICATIONS	15,785.06
	TOTAL FUND :	54,296.35

APY280 L.00.03

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

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/05/2017

05/04/17 PAGE 11
FUND : 13 CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	413.78
	TOTAL FUND :	413.78

APY280 L.00.03

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

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/05/2017

05/04/17 PAGE 12
FUND : 25 CAPITAL FACILITIES FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	21,600.00
6200	NEW & IMPROVEMENT OF BUILDINGS	14,942.00
	TOTAL FUND :	36,542.00
	TOTAL DISTRICT:	91,252.13

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

BATCH 0042 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC		386818			
	PV-001196	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	3,933.76
	PV-001202	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	102.06
	PV-001203	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	70.12
				WARRANT TOTAL		\$4,105.94 *
005437	ADVENTIST HEALTH COLUSA		386819			
	PV-001193	FLD NOT USED		UNDISTRIBUTED	PHYSICAL EXAMS	255.00
				WARRANT TOTAL		\$255.00 *
005433	AERIES SOFTWARE		386820			
	PV-001210	FLD NOT USED		REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	11,888.00
				WARRANT TOTAL		\$11,888.00 *
005560	ALENA ANBERG		386821			
	PV-001189	FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	165.19
				WARRANT TOTAL		\$165.19 *
005159	APPLE INC.		386822			
	PO-000540	JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	159.80
				WARRANT TOTAL		\$159.80 *
004573	ARBUCKLE-COLLEGE CITY		386823			
	PV-001192	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	595.40
				WARRANT TOTAL		\$595.40 *
004290	MELANIE BRACKETT		386824			
	PV-001187	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	24.75
		FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	26.48
				WARRANT TOTAL		\$51.23 *
001539	MICHELLE CHERRY		386825			
	PV-001186	FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	217.91
				WARRANT TOTAL		\$217.91 *
005217	CONTRACT PAPER GROUP		386826			
	PO-000534	PIERCE HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	1,081.08
				WARRANT TOTAL		\$1,081.08 *
005121	CUMMINS PACIFIC LLC		386827			
	PO-000535	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	19.32
	PV-001201	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	46.50
				WARRANT TOTAL		\$65.82 *
005264	DE LAGE LANDEN PUBLIC FINANCE		386828			
	PV-001209	FLD NOT USED		UNDISTRIBUTED	COPY MACHINE MAINTENANCE	1,429.08
		ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	2,200.08

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

BATCH 0042 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
		JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	1,641.51
				WARRANT TOTAL		\$5,270.67 *
004973	ANGELA DORANTES PV-001183	FLD NOT USED	386829	UNDISTRIBUTED	TRAVEL AND CONFERENCE	20.33
				WARRANT TOTAL		\$20.33 *
004850	FAGEN FRIEDMAN & PV-001211	FULFROST LLP FLD NOT USED	386830	UNDISTRIBUTED	LEGAL FEES	5,389.21
				WARRANT TOTAL		\$5,389.21 *
005534	FLYERS ENERGY LLC PV-001198	FLD NOT USED FLD NOT USED	386831	UNDISTRIBUTED	FUEL	392.35
				UNDISTRIBUTED	FUEL	1,053.33
				WARRANT TOTAL		\$1,445.68 *
000127	FRONTIER PV-001194	FLD NOT USED	386832	UNDISTRIBUTED	COMMUNICATIONS	44.83
	PV-001195	FLD NOT USED		UNDISTRIBUTED	COMMUNICATIONS	14,908.61
	PV-001207	FLD NOT USED		UNDISTRIBUTED	COMMUNICATIONS	70.70
				WARRANT TOTAL		\$15,024.14 *
000574	CAROL GEYER PV-001184	FLD NOT USED FLD NOT USED	386833	UNDISTRIBUTED	MATERIALS AND SUPPLIES	72.83
				UNDISTRIBUTED	TRAVEL AND CONFERENCE	65.27
				WARRANT TOTAL		\$138.10 *
004920	NOAH GOMEZ PV-001188	ARBUCKLE ELEMENTARY SCHOOL	386834	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	67.00
				WARRANT TOTAL		\$67.00 *
000074	GOPHER PO-000477	GRAND ISLAND ELEMENTARY SCHOOL	386835	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	250.84
				WARRANT TOTAL		\$250.84 *
005227	LIEBOWITZ & BROWN OPTOMETRIST PO-000542	FLD NOT USED	386836	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	188.00
				WARRANT TOTAL		\$188.00 *
005192	CATHERINE LOPEZ PV-001190	FLD NOT USED	386837	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	93.09
				WARRANT TOTAL		\$93.09 *
002532	MITEL LEASING PV-001197	FLD NOT USED	386838	UNDISTRIBUTED	COMMUNICATIONS	760.92
				WARRANT TOTAL		\$760.92 *

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

BATCH 0042 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
003755	MJB WELDING INC PO-000485	PIERCE HIGH SCHOOL	386839	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	482.19 \$482.19 *
000094	PACIFIC GAS & ELECTRIC CO PV-001208	FLD NOT USED	386840	UNDISTRIBUTED WARRANT TOTAL	GAS AND ELECTRICITY	84.61 \$84.61 *
000682	PLATT ELECTRIC SUPPLY PV-001204 PV-001205 PV-001206	FLD NOT USED FLD NOT USED FLD NOT USED	386841	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	75.17 173.35 1,270.27 \$1,518.79 *
000388	CINDY ROHDE PV-001185	PIERCE HIGH SCHOOL	386842	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	110.00 \$110.00 *
005561	S&P GLOBAL RATINGS PV-001212	FLD NOT USED	386843	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	14,000.00 \$14,000.00 *
003466	SAC-VAL PV-001199 PV-001200	FLD NOT USED FLD NOT USED	386844	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	1,610.77 202.73 \$1,813.50 *
005309	SOMMERS ARCHITECTURE PV-001191 PV-001213	FLD NOT USED FLD NOT USED	386845	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP NEW & IMPROVEMENT OF BUILDINGS	7,600.00 14,942.00 \$22,542.00 *
003621	SYNCB/AMAZON PO-000461 PO-000467 PO-000497 PO-000503 PO-000504 PO-000508 PO-000521	ARBUCKLE ELEMENTARY SCHOOL FLD NOT USED PIERCE HIGH SCHOOL ARBUCKLE ELEMENTARY SCHOOL FLD NOT USED ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL	386846	REGULAR EDUCATION, K-12 UNDISTRIBUTED REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 UNDISTRIBUTED REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES BOOKS OTHER THAN TEXTBOOKS TRAVEL AND CONFERENCE MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	42.92 324.86 2,495.49 83.68 88.92 354.82 77.00 \$3,467.69 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS:	29	TOTAL AMOUNT OF WARRANTS:	\$91,252.13*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS:	29	TOTAL AMOUNT OF WARRANTS:	\$91,252.13**

BATCH 1/3

APY280 L.00.03

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/12/2017

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

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	15,487.00
4200	BOOKS OTHER THAN TEXTBOOKS	28,030.00
4300	MATERIALS AND SUPPLIES	3,264.04
5200	TRAVEL AND CONFERENCE	594.16
5500	OPERATIONS & HOUSEKEEPING SERV	959.06
5600	RENTALS, LEASES AND REPAIRS	70.00
5800	CONSULTING SERV/OPERATING EXP	4,142.49
9514	HEALTH/WELFARE LIAB	14,946.00
	TOTAL FUND :	67,492.75

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/12/2017

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

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	1,473.73
4700	FOOD	25,949.55
5800	CONSULTING SERV/OPERATING EXP	5,286.14
	TOTAL FUND :	32,709.42

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/12/2017

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

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	1,236.98
5800	CONSULTING SERV/OPERATING EXP	9,840.00
	TOTAL FUND :	11,076.98
	TOTAL DISTRICT:	111,279.15

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

BATCH 0043 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005159	APPLE INC. PO-000552 PO-000555	JOHNSON JR HIGH SCHOOL PIERCE HIGH SCHOOL	386997	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	81.52 159.80 \$241.32 *
000139	ARBUCKLE FOOD CENTER PV-001233	FLD NOT USED	386998	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	8.04 \$8.04 *
000141	ARBUCKLE PUBLIC UTILITIES PV-001221	FLD NOT USED	386999	UNDISTRIBUTED WARRANT TOTAL	WATER	42.00 \$42.00 *
000295	COLUSA CO WATER WORKS DIST #1 PV-001224	FLD NOT USED	387000	UNDISTRIBUTED WARRANT TOTAL	WATER	120.00 \$120.00 *
000429	CRYSTAL CREAMERY PV-001234	FLD NOT USED	387001	UNDISTRIBUTED WARRANT TOTAL	FOOD	2,400.32 \$2,400.32 *
000028	DEPT OF JUSTICE PV-001229	FLD NOT USED	387002	UNDISTRIBUTED WARRANT TOTAL	FINGERPRINTING	352.00 \$352.00 *
005322	FUEL EDUCATION PO-000310	PIERCE HIGH SCHOOL	387003	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	28,030.00 \$28,030.00 *
004254	GAGGLE.NET PV-001220	FLD NOT USED	387004	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	500.00 \$500.00 *
001651	GOLD STAR FOODS PV-001236	FLD NOT USED FLD NOT USED FLD NOT USED	387005	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES FOOD	1,389.01 84.72 23,549.23 \$25,022.96 *
005246	GREAT AMERICA FINANCIAL SVCS. PV-001219	FLD NOT USED	387006	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	3,011.64 \$3,011.64 *
004902	GEORGE GRIFFIN PV-001215	GRAND ISLAND ELEMENTARY SCHOOL	387007	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	208.65 \$208.65 *

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

BATCH 0043 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
003535	LAURA HANSEN PV-001237	FLD NOT USED	387008	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	16.98 \$16.98 *
004976	HARRIS COMPUTER SYSTEMS PV-001231 PV-001232	FLD NOT USED FLD NOT USED	387009	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	78.75 5,207.39 \$5,286.14 *
001787	INLAND BUSINESS SYSTEMS PV-001225	ARBUCKLE ELEMENTARY SCHOOL	387010	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	107.25 \$107.25 *
000483	BLAKE KITCHEN PV-001214	GRAND ISLAND ELEMENTARY SCHOOL	387011	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	62.60 \$62.60 *
005192	CATHERINE LOPEZ PV-001238	FLD NOT USED	387012	REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE	62.36 \$62.36 *
005559	MARENEM INC PO-000549	ARBUCKLE ELEMENTARY SCHOOL GRAND ISLAND ELEMENTARY SCHOOL	387013	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	823.25 92.50 \$915.75 *
005563	MARTHA MARTINEZ PV-001216	ARBUCKLE ELEMENTARY SCHOOL	387014	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	27.78 \$27.78 *
000094	PACIFIC GAS & ELECTRIC CO PV-001223 PV-001230	FLD NOT USED FLD NOT USED	387015	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	GAS AND ELECTRICITY GAS AND ELECTRICITY	385.11 411.95 \$797.06 *
000110	POSTMASTER PV-001222	FLD NOT USED	387016	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	70.00 \$70.00 *
005347	LISA NILSEN RAYMOND PV-001217	FLD NOT USED	387017	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	59.92 \$59.92 *
000310	SCHOOL SPECIALTY INC PO-000545 PO-000554	ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL	387018	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	137.00 86.40 \$223.40 *

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

BATCH 0043 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
005386	STRICTLY TECHNOLOGY LLC PO-000547 DO-JJH PO-000557 ARBUCKLE ELEMENTARY SCHOOL JOHNSON JR HIGH SCHOOL	387019	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	630.70 553.41 415.06 \$1,599.17 *
004205	JEFFREY STUIVENBERG PV-001218 PIERCE HIGH SCHOOL FLD NOT USED	387020	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE	141.33 200.63 \$341.96 *
005297	SUTTER BUTTES FIRE EXTING. CO PV-001228 FLD NOT USED	387021	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	278.85 \$278.85 *
004443	SUTTER CO SUPT OF SCHOOLS PV-001226 FLD NOT USED PV-001227 FLD NOT USED	387022	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES CONSULTING SERV/OPERATING EXP	1,220.00 9,840.00 \$11,060.00 *
000841	TRI-COUNTY SCHOOLS PV-001235 FLD NOT USED FLD NOT USED FLD NOT USED FLD NOT USED	387023	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	HEALTH & WELFARE-CLASSIFIED HEALTH & WELFARE-CLASSIFIED HEALTH & WELFARE-CLASSIFIED HEALTH/WELFARE LIAB	6,865.00 502.00 8,120.00 14,946.00 \$30,433.00 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	27	TOTAL AMOUNT OF WARRANTS:	\$111,279.15*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	27	TOTAL AMOUNT OF WARRANTS:	\$111,279.15**

APY280 L.00.03

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

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/19/2017

BATCH 44

05/18/17 PAGE 10

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4200	BOOKS OTHER THAN TEXTBOOKS	-6.93
4300	MATERIALS AND SUPPLIES	17,303.40
5200	TRAVEL AND CONFERENCE	4,839.76
5500	OPERATIONS & HOUSEKEEPING SERV	3,219.87
5600	RENTALS, LEASES AND REPAIRS	869.47
5800	CONSULTING SERV/OPERATING EXP	48,824.22
5900	COMMUNICATIONS	1,358.96
8600	LOCAL REVENUES	50.00
	TOTAL FUND :	76,458.75

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/19/2017

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

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	1,586.79
4700	FOOD	11,268.17
5200	TRAVEL AND CONFERENCE	128.65
5300	DUES AND MEMBERSHIPS	37.00
5800	CONSULTING SERV/OPERATING EXP	431.08
	TOTAL FUND :	13,451.69

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/19/2017

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

FUND : 25

CAPITAL FACILITIES FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	475.00
	TOTAL FUND :	475.00

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/19/2017

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

FUND : 95

STUDENT BODY FUND

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	3,081.00
	TOTAL FUND :	3,081.00
	TOTAL DISTRICT:	93,466.44

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

BATCH 0044 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001120	A-Z BUS SALES INC PV-001257	FLD NOT USED	387228	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	147.78 \$147.78 *
002380	ALHAMBRA PV-001272	FLD NOT USED FLD NOT USED FLD NOT USED	387229	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	75.52 21.19 52.68 \$149.39 *
005481	ALMOND DIESEL REPAIR INC. PV-001270	FLD NOT USED	387230	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	95.00 \$95.00 *
000128	ALSCO-GEYER IRRIGATION INC PV-001275 PV-001277	FLD NOT USED PIERCE HIGH SCHOOL	387231	UNDISTRIBUTED VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	88.51 380.69 \$469.20 *
004503	ALSCO-GEYER/ACE HARDWARE PO-000269 PO-000449 PO-000450 PV-001276	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL FLD NOT USED	387232	VOCATIONAL EDUCATION VOCATIONAL EDUCATION VOCATIONAL EDUCATION UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	59.45 338.36 52.45 1,674.44 \$2,124.70 *
000174	BEELER TRACTOR CO PV-001258	FLD NOT USED	387233	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	146.90 \$146.90 *
000018	BOYD'S AUTO PARTS INC PO-000212	PIERCE HIGH SCHOOL	387234	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	78.68 \$78.68 *
002706	CABE PO-000441 PO-000507	FLD NOT USED FLD NOT USED	387235	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	350.00 1,135.00 \$1,485.00 *
005400	CINTAS PV-001271	FLD NOT USED FLD NOT USED FLD NOT USED	387236	UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	343.80 30.28 431.08 \$805.16 *
000043	COLUSA COUNTY OFFICE OF ED PV-001278	FLD NOT USED	387237	UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	732.29

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

BATCH 0044 AP

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

WARRANT TOTAL						\$732.29 *
000044	COLUSA MOTOR SALES		387238			
	PV-001259	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	393.61
		FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	335.51
WARRANT TOTAL						\$729.12 *
000428	THE DANIELSEN CO.		387239			
	PV-001268	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	1,527.58
		FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	59.21
		FLD NOT USED		UNDISTRIBUTED	FOOD	11,268.17
WARRANT TOTAL						\$12,854.96 *
005520	EAGLE ARCHITECTS		387240			
	PV-001262	FLD NOT USED		UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	475.00
WARRANT TOTAL						\$475.00 *
000514	ELFRINK'S INC.		387241			
	PV-001255	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	108.02
WARRANT TOTAL						\$108.02 *
005138	EVERBANK COMMERCIAL FINANCE		387242			
	PV-001261	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	219.06
WARRANT TOTAL						\$219.06 *
000899	EWING IRRIGATION PROD		387243			
	PV-001264	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	1,933.64
WARRANT TOTAL						\$1,933.64 *
005534	FLYERS ENERGY LLC		387244			
	PV-001250	FLD NOT USED		UNDISTRIBUTED	FUEL	224.11
		FLD NOT USED		UNDISTRIBUTED	FUEL	2,023.15
WARRANT TOTAL						\$2,247.26 *
004387	CLARA GESSFORD		387245			
	PV-001245	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	18.77
WARRANT TOTAL						\$18.77 *
005569	ROGER HAHN		387246			
	PV-001282	FLD NOT USED		UNDISTRIBUTED	CONSULTING SERV/OPERATING EXP	75.00
WARRANT TOTAL						\$75.00 *
005500	HALO BRANDED SOLUTIONS INC		387247			
	PO-000490	PIERCE HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	1,542.49
WARRANT TOTAL						\$1,542.49 *
005183	AMY HANNON-KORYNTA		387248			
	PV-001246	JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	108.60

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

BATCH 0044 AP

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

WARRANT TOTAL						\$108.60 *
005194	HUGHES HARDWOODS PO-000576	PIERCE HIGH SCHOOL	387249	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	438.33 \$438.33 *
001787	INLAND BUSINESS SYSTEMS PV-001266	GRAND ISLAND ELEMENTARY SCHOOL	387250	REGULAR EDUCATION, K-12 WARRANT TOTAL	COPY MACHINE MAINTENANCE	78.38 \$78.38 *
000475	JEFF SAVAGE PLUMBING PV-001253	FLD NOT USED	387251	UNDISTRIBUTED WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	431.79 \$431.79 *
005542	KAJEET INC. PO-000475	FLD NOT USED FLD NOT USED	387252	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	1,271.89 1,942.44 \$3,214.33 *
005193	GARY LEDERER PV-001243	PIERCE HIGH SCHOOL	387253	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	18.39 \$18.39 *
005227	LIEBOWITZ & BROWN OPTOMETRIST PO-000543	FLD NOT USED	387254	REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	188.00 \$188.00 *
003999	DAENA MERAS PV-001284	FLD NOT USED	387255	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	81.73 \$81.73 *
003446	TAMMY MINTEN PV-001242	FLD NOT USED	387256	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	20.33 \$20.33 *
003755	MJB WELDING INC PO-000548	PIERCE HIGH SCHOOL	387257	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	313.86 \$313.86 *
001561	PATRICIA NERLI PV-001239	ARBUCKLE ELEMENTARY SCHOOL	387258	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	105.45 \$105.45 *
005537	JILL PEDROZO PV-001240	ARBUCKLE ELEMENTARY SCHOOL	387259	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	42.16 \$42.16 *

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

BATCH 0044 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
003005	PITNEY BOWES PV-001260	FLD NOT USED	387260	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	868.72 \$868.72 *
000233	PJUSD REVOLVING ACCOUNT RC-000008	FLD NOT USED	387261	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP COMMUNICATIONS COMMUNICATIONS LEASES AND RENTALS CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP WARRANT TOTAL	150.00 250.00 715.00 45.00 6,160.00 14.79 8.96 50.00 456.50 186.75 665.50 272.25 \$8,974.75 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-001273	FLD NOT USED	387262	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	3,219.87 \$3,219.87 *
002428	ROJELIO VIRAMONTEZ PV-001265 PV-001280	ARBUCKLE ELEMENTARY SCHOOL FLD NOT USED GRAND ISLAND ELEMENTARY SCHOOL	387263	REGULAR EDUCATION, K-12 UNDISTRIBUTED REGULAR EDUCATION, K-12 WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP WARRANT TOTAL	4,500.00 1,500.00 1,000.00 \$7,000.00 *
000818	SETON IDENTIFICATION PRODUCTS PO-000571	FLD NOT USED	387264	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	1,076.25 \$1,076.25 *
001125	SHIFFLER EQUIP SALES INC PV-001249	FLD NOT USED	387265	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	209.23 \$209.23 *
005010	SNA PV-001267	FLD NOT USED	387266	UNDISTRIBUTED WARRANT TOTAL	DUES AND MEMBERSHIPS	37.00 \$37.00 *
001953	STAPLES ADVANTAGE PO-000518 PO-000526 PO-000556	FLD NOT USED PIERCE HIGH SCHOOL FLD NOT USED	387267	UNDISTRIBUTED REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES WARRANT TOTAL	47.65 160.57 33.87 \$242.09 *

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

BATCH 0044 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
005397	STEVENSON PEST CONTROL PV-001254	FLD NOT USED	387268	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	370.00 \$370.00 *
005386	STRICTLY TECHNOLOGY LLC PO-000580	FLD NOT USED	387269	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	992.50 \$992.50 *
004986	ERIN SWEET PV-001244 PV-001247	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	387270	VOCATIONAL EDUCATION REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES TRAVEL AND CONFERENCE	189.11 64.10 \$253.21 *
003621	SYNCB/AMAZON CM-000015 PO-000527 PO-000532	PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL PIERCE HIGH SCHOOL	387271	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 VOCATIONAL EDUCATION WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	6.93- 79.28 228.15 \$300.50 *
005527	TAGUE BAND INSTRUMENT SERVICE PV-001269	PIERCE HIGH SCHOOL	387272	REGULAR EDUCATION, K-12 WARRANT TOTAL	RENTALS, LEASES AND REPAIRS	45.24 \$45.24 *
005513	TIFCO INDUSTRIES INC PV-001256	FLD NOT USED	387273	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	656.46 \$656.46 *
005545	U.S. BANK CORP PAYMENT SYSTEM PV-001251	FLD NOT USED FLD NOT USED PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED DO-AES PIERCE HIGH SCHOOL FLD NOT USED FLD NOT USED	387274	UNDISTRIBUTED UNDISTRIBUTED REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 UNDISTRIBUTED REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE CONSULTING SERV/OPERATING EXP TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	68.05 99.58 195.95 2,779.89 141.25 471.04 600.00 1,435.86 99.59 29.06 \$5,920.27 *
005123	URBAN FUTURES INC. PV-001248 PV-001283	FLD NOT USED FLD NOT USED	387275	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	2,800.00 26,735.27 \$29,535.27 *
005035	VALLEY TRUCK & TRACTOR CO. PV-001252	FLD NOT USED	387276	UNDISTRIBUTED	MATERIALS AND SUPPLIES	308.26

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

BATCH 0044 AP

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

			WARRANT TOTAL		\$308.26 *
005444	LUKE VAN LANINGHAM PV-001281 PIERCE HIGH SCHOOL	387277	VOCATIONAL EDUCATION WARRANT TOTAL	TRAVEL AND CONFERENCE	176.87 \$176.87 *
005177	SAMANTHA VANN PV-001241 ARBUCKLE ELEMENTARY SCHOOL	387278	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	34.97 \$34.97 *
000610	VERIZON WIRELESS PV-001263 FLD NOT USED	387279	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	466.49 \$466.49 *
000111	WALLACE SAFE & LOCK CO INC PV-001274 FLD NOT USED	387280	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	313.31 \$313.31 *
005554	WEST MUSIC PO-000522 ARBUCKLE ELEMENTARY SCHOOL	387281	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	47.99 \$47.99 *
001078	YOLO COUNTY ELECTIONS PV-001279 FLD NOT USED	387282	UNDISTRIBUTED WARRANT TOTAL	ELECTION EXPENSE	938.42 \$938.42 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	55	TOTAL AMOUNT OF WARRANTS:	\$93,466.44*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	55	TOTAL AMOUNT OF WARRANTS:	\$93,466.44**

APY280 L.00.03

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COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/26/2017

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

FUND : 01

GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
3400	HEALTH & WELFARE	5,946.32
4200	BOOKS OTHER THAN TEXTBOOKS	3,996.95
4300	MATERIALS AND SUPPLIES	7,128.16
4400	NONCAPITALIZED EQUIPMENT	8,157.10
5200	TRAVEL AND CONFERENCE	2,234.28
5500	OPERATIONS & HOUSEKEEPING SERV	18,201.17
5600	RENTALS, LEASES AND REPAIRS	853.00
5800	CONSULTING SERV/OPERATING EXP	15,327.75
5900	COMMUNICATIONS	1,000.00
9514	HEALTH/WELFARE LIAB	136,406.50
	TOTAL FUND :	199,251.23

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

FUND : 13

CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	135.52
5200	TRAVEL AND CONFERENCE	777.42
	TOTAL FUND :	912.94

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/26/2017

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

FUND : 21

BUILDING FUND

OBJECT	DESCRIPTION	AMOUNT
6200	NEW & IMPROVEMENT OF BUILDINGS	18,045.08
	TOTAL FUND :	18,045.08

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 05/26/2017

FUND : 95

OBJECT	DESCRIPTION	AMOUNT
5800	CONSULTING SERV/OPERATING EXP	16,294.68
	TOTAL FUND :	16,294.68
	TOTAL DISTRICT:	234,503.93

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

BATCH 0045 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit)	Warrant	GOAL	OBJECT	Amount
	Reference SCHOOL				
001120	A-Z BUS SALES INC	387431			
	PV-001301 FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	419.72
	PV-001302 FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	449.15
	PV-001303 FLD NOT USED		UNDISTRIBUTED	NONCAPITALIZED EQUIPMENT	2,649.92
			WARRANT TOTAL		\$3,518.79 *
001828	DWIGHT BAILEY	387432			
	PV-001285 FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	40.66
	PIERCE HIGH SCHOOL		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	178.00
	FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	165.55
			WARRANT TOTAL		\$384.21 *
004474	JENNIFER BARHAM	387433			
	PV-001287 ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	61.84
			WARRANT TOTAL		\$61.84 *
005524	BIOLOGY PRODUCTS.COM	387434			
	PO-000386 PIERCE HIGH SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	181.80
			WARRANT TOTAL		\$181.80 *
000179	BUSWEST NORTH	387435			
	PV-001308 FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	86.11
			WARRANT TOTAL		\$86.11 *
002124	CALIFORNIA'S VALUED TRUST	387436			
	PV-001298 FLD NOT USED		REGULAR EDUCATION, K-12	HEALTH & WELFARE-CERTIFICATED	5,946.32
	FLD NOT USED		UNDISTRIBUTED	HEALTH/WELFARE LIAB	136,406.50
			WARRANT TOTAL		\$142,352.82 *
002908	COASTAL BUSINESS SYSTEMS	387437			
	PV-001296 JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	COPY MACHINE MAINTENANCE	303.00
			WARRANT TOTAL		\$303.00 *
005221	CREATIVE BUS SALES	387438			
	PV-001304 FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	579.73
			WARRANT TOTAL		\$579.73 *
005239	CSUS MASE CENTER	387439			
	PO-000360 JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	400.00
			WARRANT TOTAL		\$400.00 *
005520	EAGLE ARCHITECTS	387440			
	PV-001312 FLD NOT USED		UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	2,722.08
			WARRANT TOTAL		\$2,722.08 *
004850	FAGEN FRIEDMAN & FULFROST LLP	387441			
	PV-001310 FLD NOT USED		UNDISTRIBUTED	LEGAL FEES	5,827.75

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

BATCH 0045 ACCOUNTS PAYABLE

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

WARRANT TOTAL						\$5,827.75 *
002651	FIRST NATIONAL BANK OMAHA PV-001299	FLD NOT USED	387442	UNDISTRIBUTED	MATERIALS AND SUPPLIES	40.00
		FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	57.82
		FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	777.42
		FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	777.42
WARRANT TOTAL						\$1,652.66 *
005408	RON FISHER PV-001288	JOHNSON JR HIGH SCHOOL	387443	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	158.00
WARRANT TOTAL						\$158.00 *
005534	FLYERS ENERGY LLC PV-001306	FLD NOT USED	387444	UNDISTRIBUTED	FUEL	565.58
		FLD NOT USED		UNDISTRIBUTED	FUEL	1,901.54
WARRANT TOTAL						\$2,467.12 *
000574	CAROL GEYER PV-001290	FLD NOT USED	387445	UNDISTRIBUTED	MATERIALS AND SUPPLIES	31.98
		FLD NOT USED		UNDISTRIBUTED	TRAVEL AND CONFERENCE	56.71
WARRANT TOTAL						\$88.69 *
004816	GREENFIELD LEARNING INC PO-000544	ARBUCKLE ELEMENTARY SCHOOL	387446	REGULAR EDUCATION, K-12	CONSULTING SERV/OPERATING EXP	9,500.00
WARRANT TOTAL						\$9,500.00 *
005119	HD SUPPLY FACILITIES MAINT PV-001305	FLD NOT USED	387447	UNDISTRIBUTED	MATERIALS AND SUPPLIES	200.91
WARRANT TOTAL						\$200.91 *
003049	HOME DEPOT CREDIT SERVICES PO-000575	PIERCE HIGH SCHOOL	387448	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	586.56
WARRANT TOTAL						\$586.56 *
005549	IXL LEARNING PO-000501	JOHNSON JR HIGH SCHOOL	387449	REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	3,729.00
WARRANT TOTAL						\$3,729.00 *
003397	LUANNE LAMBERTSON PV-001289	FLD NOT USED	387450	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	80.83
WARRANT TOTAL						\$80.83 *
005192	CATHERINE LOPEZ PV-001286	FLD NOT USED	387451	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	10.70
		FLD NOT USED		REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	20.33
WARRANT TOTAL						\$31.03 *

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

BATCH 0045 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
003446	TAMMY MINTEN PV-001292	FLD NOT USED	387452	UNDISTRIBUTED WARRANT TOTAL	TRAVEL AND CONFERENCE	10.17 \$10.17 *
005185	NEWTON SAW & TOOL PO-000455	PIERCE HIGH SCHOOL	387453	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	119.58 \$119.58 *
000094	PACIFIC GAS & ELECTRIC CO PV-001300	FLD NOT USED	387454	UNDISTRIBUTED	GAS AND ELECTRICITY	4,369.34
		FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	1,421.23
		FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	8,787.87
		FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	2,718.65
		FLD NOT USED		UNDISTRIBUTED	GAS AND ELECTRICITY	143.67
		FLD NOT USED		COMMUNITY SERVICES	GAS AND ELECTRICITY	46.44
				WARRANT TOTAL		\$17,487.20 *
001724	PJUSD PV-001294 PV-001295	FLD NOT USED FLD NOT USED	387455	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	3,369.68 12,925.00 \$16,294.68 *
003820	PURCHASE POWER PV-001297	FLD NOT USED	387456	UNDISTRIBUTED WARRANT TOTAL	COMMUNICATIONS	1,000.00 \$1,000.00 *
004206	RECOLOGY BUTTE COLUSA COUNTIES PV-001309	FLD NOT USED	387457	UNDISTRIBUTED WARRANT TOTAL	GARBAGE	713.97 \$713.97 *
003466	SAC-VAL PV-001307	FLD NOT USED	387458	UNDISTRIBUTED WARRANT TOTAL	MATERIALS AND SUPPLIES	945.11 \$945.11 *
000310	SCHOOL SPECIALTY INC PO-000578 PO-000579	ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL ARBUCKLE ELEMENTARY SCHOOL	387459	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES MATERIALS AND SUPPLIES	173.79 42.75 81.73 17.12 \$315.39 *
001750	SCOE PO-000489 PO-000493	FLD NOT USED FLD NOT USED	387460	REGULAR EDUCATION, K-12 REGULAR EDUCATION, K-12 WARRANT TOTAL	TRAVEL AND CONFERENCE TRAVEL AND CONFERENCE	240.00 240.00 \$480.00 *
004291	MARIA D. SILVA PV-001291	GRAND ISLAND ELEMENTARY SCHOOL	387461	REGULAR EDUCATION, K-12	TRAVEL AND CONFERENCE	13.91

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

BATCH 0045 ACCOUNTS PAYABLE

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
WARRANT TOTAL						\$13.91 *
005309	SOMMERS ARCHITECTURE PV-001311	FLD NOT USED	387462	UNDISTRIBUTED	NEW & IMPROVEMENT OF BUILDINGS	15,323.00
WARRANT TOTAL						\$15,323.00 *
003621	SYNCB/AMAZON PO-000497	PIERCE HIGH SCHOOL	387463	REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	35.31
	PO-000529	JOHNSON JR HIGH SCHOOL		REGULAR EDUCATION, K-12	BOOKS OTHER THAN TEXTBOOKS	232.64
	PO-000537	FLD NOT USED		UNDISTRIBUTED	MATERIALS AND SUPPLIES	135.52
	PO-000546	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	127.10
	PO-000577	ARBUCKLE ELEMENTARY SCHOOL		REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	300.24
WARRANT TOTAL						\$830.81 *
001199	UMPQUA BANK PV-001293	FLD NOT USED	387464	UNDISTRIBUTED	RENTALS, LEASES AND REPAIRS	550.00
WARRANT TOTAL						\$550.00 *
005564	VEX ROBOTICS INC PO-000581	JOHNSON JR HIGH SCHOOL	387465	REGULAR EDUCATION, K-12	NONCAPITALIZED EQUIPMENT	5,507.18
WARRANT TOTAL						\$5,507.18 *
***	BATCH TOTALS ***		TOTAL NUMBER OF WARRANTS: 35		TOTAL AMOUNT OF WARRANTS:	\$234,503.93*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF WARRANTS: 35		TOTAL AMOUNT OF WARRANTS:	\$234,503.93**

APY280 L.00.03

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

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 06/02/2017

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FUND : 01 GENERAL FUND/COUNTY SCH.SRV.

OBJECT	DESCRIPTION	AMOUNT
4100	TEXTBOOKS	1,187.82
4200	BOOKS OTHER THAN TEXTBOOKS	3,500.00
4300	MATERIALS AND SUPPLIES	9,850.97
4400	NONCAPITALIZED EQUIPMENT	32,765.60
5800	CONSULTING SERV/OPERATING EXP	27,862.00
5900	COMMUNICATIONS	760.92
6400	EQUIPMENT	35,755.01
9330	PREPAID EXPENDITURES	9,140.00
	TOTAL FUND :	120,822.32

APY280 L.00.03

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

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 06/02/2017

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FUND : 13 CAFETERIA FUND

OBJECT	DESCRIPTION	AMOUNT
4400	NONCAPITALIZED EQUIPMENT	975.62
	TOTAL FUND :	975.62

COLUSA COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE SUMMARY BY OBJECT
FOR WARRANTS DATED 06/02/2017

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

FUND : 25

CAPITAL FACILITIES FUND

OBJECT	DESCRIPTION	AMOUNT
4300	MATERIALS AND SUPPLIES	1,425.72
5800	CONSULTING SERV/OPERATING EXP	8,138.75
	TOTAL FUND :	9,564.47
	TOTAL DISTRICT:	131,362.41

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

BATCH 0046 AP

Vendor#	Vendor name (remit) Reference	SCHOOL	Warrant	GOAL	OBJECT	Amount
001310	ALL SEASONS PAINT CO PV-001330	FLD NOT USED	387571	COMMUNITY SERVICES WARRANT TOTAL	MATERIALS AND SUPPLIES	2,288.41 \$2,288.41 *
005159	APPLE INC. PO-000539 PO-000590	JOHNSON JR HIGH FLD NOT USED	387572	REGULAR EDUCATION, K-12 UNDISTRIBUTED WARRANT TOTAL	NONCAPITALIZED EQUIPMENT MATERIALS AND SUPPLIES	939.48 150.00 \$1,089.48 *
004696	BIG T's TREES PV-001328	FLD NOT USED	387573	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	6,400.00 \$6,400.00 *
002466	COLUSA COUNTY FARM PO-000366	PIERCE HIGH SCHOOL	387574	VOCATIONAL EDUCATION WARRANT TOTAL	MATERIALS AND SUPPLIES	768.14 \$768.14 *
000043	COLUSA COUNTY OFFICE OF ED PV-001326	FLD NOT USED	387575	UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP	12,227.00 \$12,227.00 *
003017	MARIA G. CORONA PV-001316	ARBUCKLE ELEMENTARY SCHOOL	387576	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	25.25 \$25.25 *
005408	RON FISHER PV-001318	JOHNSON JR HIGH SCHOOL	387577	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	55.12 \$55.12 *
005183	AMY HANNON-KORYNTA PV-001315	JOHNSON JR HIGH SCHOOL	387578	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	74.77 \$74.77 *
005222	J.M. KING CONSULTING INC. PV-001321 PV-001322	FLD NOT USED FLD NOT USED	387579	UNDISTRIBUTED UNDISTRIBUTED WARRANT TOTAL	CONSULTING SERV/OPERATING EXP CONSULTING SERV/OPERATING EXP	5,202.50 2,936.25 \$8,138.75 *
002958	SHELLY LANGLOIS PV-001314	ARBUCKLE ELEMENTARY SCHOOL	387580	REGULAR EDUCATION, K-12 WARRANT TOTAL	MATERIALS AND SUPPLIES	31.52 \$31.52 *
005420	LEARNING INTERNET INC. PO-000572	JOHNSON JR HIGH SCHOOL	387581	REGULAR EDUCATION, K-12 WARRANT TOTAL	BOOKS OTHER THAN TEXTBOOKS	3,500.00 \$3,500.00 *
003216	MCGRAW-HILL SCHOOL EDUCATION PO-000588	JOHNSON JR HIGH SCHOOL	387582	REGULAR EDUCATION, K-12	TEXTBOOKS	1,187.82

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

BATCH 0046 AP

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

WARRANT TOTAL					\$1,187.82 *
002532	MITEL LEASING PV-001324 FLD NOT USED	387583	UNDISTRIBUTED	COMMUNICATIONS	760.92
WARRANT TOTAL					\$760.92 *
005449	MARY REILLY PV-001313 JOHNSON JR HIGH SCHOOL PV-001317 JOHNSON JR HIGH SCHOOL	387584	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	72.51
WARRANT TOTAL					\$199.16 *
005139	ROCCO'S BAR & GRILL PV-001320 PIERCE HIGH SCHOOL	387585	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	1,005.00
WARRANT TOTAL					\$1,005.00 *
004753	SAC STATE/SUMMER ACADEMIES PV-001327 FLD NOT USED FLD NOT USED	387586	UNDISTRIBUTED	PREPAID EXPENDITURES	9,140.00
WARRANT TOTAL					\$18,375.00 *
003949	SCHOLASTIC INC PV-001325 ARBUCKLE ELEMENTARY SCHOOL	387587	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	65.32
WARRANT TOTAL					\$65.32 *
000310	SCHOOL SPECIALTY INC PO-000596 ARBUCKLE ELEMENTARY SCHOOL	387588	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	37.73
WARRANT TOTAL					\$37.73 *
005386	STRICTLY TECHNOLOGY LLC PO-000474 FLD NOT USED PO-000538 JOHNSON JR HIGH SCHOOL PO-000541 ARBUCKLE ELEMENTARY SCHOOL PO-000560 FLD NOT USED PO-000564 PIERCE HIGH SCHOOL PO-000565 FLD NOT USED PO-000566 FLD NOT USED PO-000567 FLD NOT USED PO-000568 FLD NOT USED PO-000569 FLD NOT USED PO-000570 DO-AES PO-000594 ARBUCKLE ELEMENTARY SCHOOL PO-000595 JOHNSON JR HIGH SCHOOL PO-000604 FLD NOT USED	387589	REGULAR EDUCATION, K-12	MATERIALS AND SUPPLIES	311.03
WARRANT TOTAL					\$74,772.10 *
004986	ERIN SWEET PV-001319 PIERCE HIGH SCHOOL	387590	VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	39.99

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

BATCH 0046 AP

Vendor#	Vendor name (remit) Reference SCHOOL	Warrant	GOAL	OBJECT	Amount
	PV-001323 PIERCE HIGH SCHOOL		VOCATIONAL EDUCATION	MATERIALS AND SUPPLIES	51.20
			WARRANT TOTAL		\$91.19 *
000433	WILLIAMS REDI MIX INC. PV-001329 FLD NOT USED	387591	COMMUNITY SERVICES	MATERIALS AND SUPPLIES	269.73
			WARRANT TOTAL		\$269.73 *
***	BATCH TOTALS ***	TOTAL NUMBER OF WARRANTS:	21	TOTAL AMOUNT OF WARRANTS:	\$131,362.41*
***	DISTRICT TOTALS ***	TOTAL NUMBER OF WARRANTS:	21	TOTAL AMOUNT OF WARRANTS:	\$131,362.41**

CALIFORNIA SCHOOL BOARDS ASSOCIATION MANUAL MAINTENANCE SERVICE AGREEMENT

This Manual Maintenance Agreement (Agreement) is entered into between the California School Boards Association (CSBA) and Pierce Joint USD of Arbuckle, California (District) and shall be effective on the date executed by District.

WHEREAS CSBA is a statewide membership association for California school districts and county offices of education.

WHEREAS California school districts and county offices of education, including District, are required by law to establish policies and procedures for the governance and operations of educational programs and other activities for which they are responsible.

WHEREAS CSBA has written or developed, and as necessary, updates, a reference policy manual, including sample policies, regulations, bylaws, and exhibits, based on applicable state and federal law.

WHEREAS subject to the terms and conditions of the GAMUT Online Service Agreement, CSBA grants school districts and county offices of education which are CSBA members in good standing a nontransferable and nonassignable access to its reference policy manual.

WHEREAS subject to the terms and conditions of this Agreement, CSBA provides limited word processing and consulting services in relation to the access it permits to its reference policy manual.

NOW THEREFORE, CSBA and District in consideration of the covenants herein contained, and other good and valuable consideration, agree as follows:

I. CSBA RESPONSIBILITIES

CSBA agrees to the following:

- a. Maintain a current digital or electronic copy of District Manual, including any adopted revisions of the District policies, regulations, or bylaws provided to CSBA.
- b. Host District Manual on GAMUT, CSBA's web-based policy hosting platform
- c. Permit District online access to District Manual on GAMUT in accordance with this Agreement.
- d. Provide District with regular "Policy Update Packets" that include revised, updated, and/or new CSBA sample policies, regulations, and bylaws for District use.

CALIFORNIA SCHOOL BOARDS ASSOCIATION MANUAL MAINTENANCE SERVICE AGREEMENT

- e. Upon District request, update District Manual to reflect modified, revised, or newly adopted or approved District policies, regulations, and bylaws.
- f. Provide District with a public user access web-link to District Manual on GAMUT.
- g. Permit District limited access to policies, regulations, and bylaws adopted by other local educational agencies and hosted on GAMUT.
- h. Make a CSBA Policy Services Consultant available during regular CSBA business hours to assist District on policy issues relating to District Manual. Consultation under this Agreement may include suggestions regarding policy procedures and placement of policies within District Manual and/or review of and suggestions regarding proposed District policies, regulations and bylaws, but shall not include drafting of original policy language for the District Manual. Consulting services are not intended to constitute legal advice and shall not be considered a substitute for advice from District legal counsel.

II. DISTRICT RESPONSIBILITIES

District accepts responsibility for updating and maintaining District Manual consistent with applicable laws and agrees to the following:

- a. For the duration of this Agreement, enter into a GAMUT Online Service Agreement with CSBA for a nontransferable, nonassignable access to the CSBA reference policy manual.
- b. Designate a member of its administrative staff to serve as the District Liaison ("Liaison") to CSBA. Liaison shall be responsible for all contacts with CSBA, including the Policy Services Consultant, and for timely submitting to CSBA all information and documents to be provided by District under this Agreement. If Liaison is not designated, the official who signs this Agreement on behalf of District shall be deemed the Liaison.
- c. Upon adoption or approval of District policies, regulations, or bylaws, immediately forward copy to CSBA for inclusion in District Manual.
- d. Adhere to CSBA requirements for formatting and/or protocols for submitting policies for posting on the GAMUT webpage.
- e. This Agreement automatically renews and the fees therefor are due on July 1 each year.
- f. The Manual Maintenance service is intended for updating individual policies or small batches of policies, not an entire policy manual, or sections thereof.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
MANUAL MAINTENANCE SERVICE AGREEMENT**

- g. CSBA reserves the right to recommend that District undergo a CSBA policy development workshop or other policy development service whenever CSBA determines, due to the number or size of the policies, regulations, and bylaws, included in a single request submitted by District, that District needs to develop a new District Manual.
- h. The CSBA samples policies, regulations, bylaws, and exhibits to which District is given access are CSBA's proprietary materials, they are provided for the District's sole use, and they may not be transmitted, reproduced, or distributed to others, in whole or in parts, without CSBA's written consent.

III. FEES AND PAYMENT SCHEDULE

- a. In consideration for the services provided by CSBA under this Agreement, District shall pay an annual fee of \$2640.00 to CSBA, based on the CSBA payment schedule for Manual Maintenance Service.
- b. CSBA shall have the right to adjust the annual fee to reflect changes in the cost of providing services described in this Agreement. CSBA, through its regular billing process, shall provide notice of any such change by June 1 each year, and District shall have the right to cancel this Agreement in accordance with the terms and provisions contained herein.
- c. The annual fee shall be due and payable on July 1 each year and CSBA reserves the right to suspend any services of this Agreement if payment is not received by August 31 of that year.

IV. TERM

- a. The term of this Agreement shall commence upon the mutual execution of this Agreement by the undersigned agents of CSBA and District and shall remain in effect and be deemed automatically renewed July 1 of each year unless terminated by either District or CSBA in a written notice delivered to the other party no later than June 15.
- b. In the event District fails to maintain its membership in CSBA or to timely pay the annual fees described in Section III of this Agreement, CSBA shall have no obligation to perform any services under this Agreement.

V. COPYRIGHT

- a. All copies of CSBA's sample policies, regulations, bylaws, and exhibits, including electronic, digital, or other data storage device containing such materials, as well as the materials made available through CSBA's GAMUT

CALIFORNIA SCHOOL BOARDS ASSOCIATION MANUAL MAINTENANCE SERVICE AGREEMENT

website, are for District's sole use and shall not be made available for use outside of District.

- b. District shall comply with the GAMUT End User License Agreement attached to the District's GAMUT Online Service Agreement with CSBA.

VI. DISCLAIMER OF WARRANTY

- a. District acknowledges that by providing the services described in this Agreement, CSBA, its employees, agents, representatives and consultants are neither acting as District's legal counsel nor providing legal advice or counsel to District.
- b. CSBA sample policies, administrative regulations, bylaws, and exhibits are provided as a resource for school districts and county offices of education in developing their local policy manual and are not intended for exact replication or as a substitute for legal advice.
- c. CSBA's samples are a reflection of current law and do not necessarily express the personal or political opinions or viewpoints of CSBA, its Board of Directors, or its employees.
- d. Although CSBA's sample policies, regulations, bylaws and exhibits have been carefully crafted and thoroughly reviewed, they contain no warranty as to their sufficiency for addressing District's specific situations. District is cautioned to seek the advice of its legal counsel when confronted with legal questions or situations requiring legal advice.

VII. MISCELLANEOUS

- a. This Agreement and any attachments hereto contain all of the terms and conditions agreed upon by CSBA and District relating to the matters covered by this Agreement, and supersede any and all prior and contemporaneous agreements, negotiations, correspondence, understandings, and communications between CSBA and District, whether oral or written, respecting the matters covered by this Agreement.
- b. This Agreement may be modified or amended only by a writing signed by the CSBA and District, or their authorized representatives.
- c. The language in all parts of this Agreement, unless otherwise stated, shall be construed according to its plain and ordinary meaning. This Agreement shall be construed pursuant to California law, without regard to conflict of law principles.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
MANUAL MAINTENANCE SERVICE AGREEMENT**

- d. This Agreement may be executed in one or more counterparts which, taken together, shall be deemed to constitute one and the same document. An executed copy of this Agreement shall be valid as an original. Signatures of the Parties transmitted by facsimile or email shall be deemed binding.

VIII. CANCELLATION

- a. Either CSBA or District may terminate this Agreement at any time by providing at least thirty (30) days notice in writing to the other party.
- b. CSBA may terminate this contact if District fails to maintain its membership in CSBA or to timely pay the annual fees described in Section III of this Agreement.
- c. District understands and acknowledges that no refunds of any fees described in Section III of this Agreement will be given by CSBA if District cancels this Agreement after September 1 of the fiscal year.

California School Boards Association

Pierce Joint USD

Robert Tuerck

Carol Geyer

Name of Official *Carol Geyer*

Sr. Director, Policy Development &
Governance Technology

Title of Official

Superintendent

Title of Official

Date

5/18/17

Date

Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to CSBA Policy Services, 3251 Beacon Blvd., West Sacramento, CA 95691.

Attachment A

CALIFORNIA SCHOOL BOARDS ASSOCIATION GAMUT ONLINE LICENSE AGREEMENT

This licensing agreement is incorporated by reference in the GAMUT Online Service Agreement and the terms and conditions stated herein shall have the same effect as if expressly stated in the GAMUT Online Service Agreement.

NOTICE TO USER - California School Boards Association (CSBA) is the sole and exclusive owner of the GAMUT Online policy information system (PIS) and hereby grants a nontransferable, nonassignable license to use the GAMUT Online PIS under the terms and conditions of this agreement. By using the GAMUT Online PIS, licensee agrees to all the terms and conditions of this agreement. Any licensee who does not agree with the terms and conditions of this agreement must notify CSBA that they do not agree and CSBA will terminate the licensee's user accounts.

PROPRIETARY RIGHTS - The GAMUT™ software and accessible data are valuable property of CSBA. Licensee will not make or have made, or permit to be made, any copies of the software, documentation, or any portion thereof. The software provides access to data which licensee is authorized to adapt or customize for its sole and exclusive use or benefit. Licensee agrees not to modify, adapt, translate, decompile, disassemble the software or create derivative works based on the software. Licensee agrees not to distribute the accessible data, passwords, or other access information to anyone other than its employees and officials.

TRADE SECRET - Licensee acknowledges that the software is confidential in nature and constitutes a trade secret of CSBA. Licensee agrees not to sell, rent, license, distribute, transfer, or directly or indirectly permit the sale, rental, licensing, distribution, or transfer of the software to any other party, either during the term of this agreement or thereafter. Licensee agrees to use its best efforts to prevent inadvertent disclosure of the software to any third party during the term of this agreement or thereafter.

LIMITED WARRANTY - The GAMUT Online PIS is provided "as is" without warranty of any kind, either expressed or implied, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CSBA does not warrant that functions contained in the GAMUT Online PIS program will meet the user's requirements or that the operation of the program will be uninterrupted or error free. CSBA does not warrant the accessible data to be error free.

NO LIABILITY FOR CONSEQUENTIAL DAMAGES - In no event shall CSBA be liable for any damages whatsoever (including, without limitation, damages for loss of profits and/or savings, business interruption, loss of business information or other pecuniary losses) arising from use or inability to use the GAMUT Online PIS.

LICENSEE'S RESPONSIBILITIES - Licensee is responsible for insuring the proper configuration of any hardware used in operating GAMUT Online PIS and for establishing and implementing procedures necessary for the fulfillment of licensee's obligations under this agreement. Licensee agrees to inform all of the licensee's users of licensee's obligations and responsibilities under this agreement including, but not limited to, the nondistribution requirement.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT ONLINE SERVICE AGREEMENT**

This GAMUT Online Agreement (Agreement) is entered into between the California School Boards Association (CSBA) and Pierce Joint USD of Arbuckle, California (District) and shall be effective on the date executed by District.

WHEREAS CSBA is a statewide membership association for California school districts and county offices of education.

WHEREAS California school districts and county offices of education, including District, are required by law to establish policies and procedures for the governance and operations of educational programs and other activities for which they are responsible.

WHEREAS CSBA has written or developed, and as necessary, updates, a reference policy manual, including sample policies, regulations, bylaws, and exhibits, based on applicable state and federal law.

WHEREAS subject to the terms and conditions of this Agreement, CSBA grants school districts and county offices of education which are CSBA members in good standing a nontransferable and nonassignable access to its reference policy manual.

NOW THEREFORE, CSBA and District in consideration of the covenants herein contained, and other good and valuable consideration, agree as follows:

I. CSBA RESPONSIBILITIES

CSBA agrees to the following:

- a. Provide online access to CSBA's reference policy manual, including sample policies, regulations, bylaws, and exhibits and links to related policy resources through GAMUT, CSBA's web-based policy hosting platform
- b. Provide regular notifications of policy updates, sent to the District Liaison through email or other means of electronic communications.
- c. Provide District with user accounts to access GAMUT.

II. DISTRICT RESPONSIBILITIES

District accepts responsibility for updating and maintaining District policies consistent with applicable laws and agrees to the following:

- a. Comply with the GAMUT Online License Agreement (Attachment A).

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT ONLINE SERVICE AGREEMENT**

- b. Designate a member of its administrative staff to serve as the District Liaison ("Liaison") to CSBA and advise CSBA of the name of the Liaison. The Liaison shall be responsible for all contacts with CSBA and the Policy Services Consultant, and for timely submitting to CSBA all information and documents to be provided by District under this Agreement. If District Liaison is not designated, the official who signs this Agreement on behalf of District shall be deemed the Liaison.
- c. This Agreement automatically renews and the fees therefor are due on July 1 each year.
- d. The CSBA samples policies, regulations, bylaws, and exhibits to which District is given access are CSBA's proprietary materials, they are provided for the District's sole use, and they may not be transmitted, reproduced, or distributed to others, in whole or in parts, without CSBA's written consent.

III. FEES AND PAYMENT SCHEDULE

- a. In consideration for the services provided by CSBA under this Agreement, District shall pay an annual fee of \$1990.00 to CSBA, based on the CSBA payment schedule for GAMUT Online Service.
- b. CSBA shall have the right to adjust the annual fee to reflect changes in the cost of providing services described in this Agreement. CSBA, through its regular billing process, shall provide notice of any such change by June 1 each year, and District shall have the right to cancel this Agreement in accordance with the terms and provisions contained herein.
- c. The annual fee shall be due and payable on July 1 each year and CSBA reserves the right to suspend any services of this Agreement if payment is not received by August 31 of that year.

IV. TERM

- a. The term of this Agreement shall commence upon the mutual execution of this Agreement by the undersigned agents of CSBA and District and shall remain in effect and be deemed automatically renewed July 1 of each year unless terminated by either District or CSBA in a written notice delivered to the other party no later than June 15.
- b. In the event District fails to maintain its membership in CSBA or to timely pay the annual fees described in Section III of this Agreement, CSBA shall have no obligation to perform any services under this Agreement.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT ONLINE SERVICE AGREEMENT**

V. COPYRIGHT

- a. All copies of CSBA's sample policies, regulations, bylaws, and exhibits, including electronic, digital, or other data storage device containing such materials, as well as the materials made available through CSBA's GAMUT website, are for District's sole use and shall not be made available for use outside of District.
- b. District shall comply with the GAMUT End User License Agreement attached to the District's GAMUT Online Service Agreement with CSBA.

VI. DISCLAIMER OF WARRANTY

- a. District acknowledges that by providing the services described in this Agreement, CSBA, its employees, agents, representatives and consultants are neither acting as District's legal counsel nor providing legal advice or counsel to District.
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VII. MISCELLANEOUS

- a. This Agreement and any Attachments hereto contain all of the terms and conditions agreed upon by CSBA and District relating to the matters covered by this Agreement, and supersede any and all prior and contemporaneous agreements, negotiations, correspondence, understandings, and communications between CSBA and District, whether oral or written, respecting the matters covered by this Agreement.
- b. This Agreement may be modified or amended only by a writing signed by the CSBA and District, or their authorized representatives.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT ONLINE SERVICE AGREEMENT**

- c. The language in all parts of this Agreement, unless otherwise stated, shall be construed according to its plain and ordinary meaning. This Agreement shall be construed pursuant to California law, without regard to conflict of law principles.
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California School Boards Association

Pierce Joint USD

Robert Tuerck



Name of Official *Carol Geyer*

Sr. Director, Policy Development &
Governance Technology

Title of Official

Superintendent

Title of Official

Date

5/18/17

Date

Please sign both copies of this Agreement. One copy is to be retained by the district and one copy is to be returned to CSBA Policy Services, 3251 Beacon Blvd., West Sacramento, CA 95691.



SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
Memorandum of Understanding
2017-2018 School Year

THIS MEMORANDUM OF UNDERSTANDING establishes a formal financial and program delivery agreement to be entered upon beginning this first day of July, 2017. The parties to this contract are the Tri-County Regional Occupational Program hereinafter to be referred to as “**Tri-County ROP**”, acting as the agent of the Sutter County Superintendent of Schools and the **Pierce Joint Unified School District**. The **Pierce Joint Unified School District** is located at **540-A. P. O. Box 239, Arbuckle, Ca 95912** and is hereinafter to be referred in this document as the “**District**”. Should legislative action, either State or Federal, create the need to alter the terms of this agreement, the agreement shall be null and void and a new MOU will be developed reflecting changes in the law. Both Tri-County ROP and the District agree to all of the following contract provisions:

A. ADMINISTRATION AND COORDINATION

The District Will:

- (1) Provide Career Technical Education services to Tri-County ROP programs under their jurisdiction.
- (2) Direct and coordinate the operation of all Tri-County ROP programs under the terms and conditions of the Tri-County ROP Board Policy and Regulations and in compliance with the California State Plan for Vocational Education, and all applicable codes and sections of Title V, California Administrative Code, federal law and the Education Code.
- (3) Collaborate with Tri-County ROP by providing administrative services, including: counseling, admission, submitting attendance, and providing achievement records in the same manner as those maintained for any student in the District. The District agrees to supervise and evaluate ROP teachers, classified staff, instructional programs, budget development and management, recruitment of students into ROP programs, guidance and counseling of students and other functions required by Tri-County ROP Board Policies and Procedures.
- (4) Work with the Tri-County ROP Director and administrative staff when implementation of curriculum changes are necessary or new laws or programs create changes that need to be implemented including provisions outlined in new grant funding.
- (5) Submit data required for the efficient operation of Tri-County ROP which may include course changes, budget revisions, master schedules, bell schedules, enrollment reports, attendance reports, and follow-up information.

(6) Maintain an inventory of capital outlay items purchased with funds provided by the Tri-County ROP at the district office. All changes in ROP inventory must be reported to the ROP administrative office within 30 days as per Tri-County ROP #3017.1.

(7) Teachers must organize Employer Advisory Committees for each course that receives ROP funding. Membership of this committee must include a majority of business/industry representatives who have expertise related to the course(s) being taught. Students, instructional aides, and teachers from other classes may attend but are not considered part of the committee for quorum purposes. Employer Advisory Committees must meet a least once a year and the meeting memorialized by written minutes that are to be submitted to the ROP administrative office no later than **April 1, 2018**. All ROP teachers separately or in partnership with teachers in like industry cluster areas, must participate in an advisory committee.

(8) Each District must have a representative attend the Tri-County ROP Steering Committee meetings scheduled five times per year and other meetings as required. An alternate may be appointed to attend the Steering Committee Meetings in place of the site administrator or superintendent and vote in the absence of the regular district representative. **A District representative or alternate must be present at Steering Committee meetings a minimum of 4 meetings a year or the District may lose funding as per Tri-County ROP Policy #3013.2**

The Tri-County ROP will:

(1) Provide the member District with assistance in the administration and coordination of programs at district sites.

(2) Provide the District with technical assistance so that the District remains in compliance with ROP policies and procedures and all education codes, administrative codes, and federal law.

(3) Provide site administrators and other District personnel with assistance in the recruitment of students through maintenance of the Tri-County ROP website; assist with development of new courses and curriculum; assist in the recruitment of teachers and other staff when requested; and meet with teachers and other ROP staff before the start of new school year to provide an orientation to the new year, including providing information on changes in the Career Technical Education delivery system and how those changes will be implemented.

(4) Seek out and apply for, as appropriate, grant funding that will benefit school sites, teachers, and students on behalf of the Tri-County ROP member districts. Tri-County ROP would then assist in the implementation of new grant funding at each affected site.

(5) Submit data gathered from sites for the purpose of securing grants, complying with grant requirements, providing information useful for the District's Local Control Accountability plan, providing sites with useful enrollment and demographic information, and reporting to state agencies and other entities when required to protect the District's fiduciary and program interests.

(6) Maintain an ROP wide inventory system and ensure compliance with inventory policies and procedures. This would include inventory audits.

(7) Provide templates for securing ROP advisory committee minutes and attend ROP advisory committee meetings wherever possible.

(8) Will ensure the Director serves as Ex-Officio Secretary of the ROP Steering Committee, schedules Steering Committee meetings, organizes and schedules special Ad Hoc committees and meetings when necessary to deal with budget and other program issues, and provide over-site of the ROP Budget.

(9) Meet with counseling staffs from the local community college and member high school districts at least annually to provide undated information, detail available services, improve articulation between high schools and the community college and provide other capacity building activities at they relate to improving the local Career Technical Education delivery system.

B. INSTRUCTION:

District Assurances

(1) The District is a public school district with extensive capabilities and experience in career-technical education and training and employs teachers holding valid California teaching credentials for each career technical education program taught under this contract.

(2) The District provides facilities that meet requirements of state and local safety and health regulations and its equipment and instruction material are adequate and suitable for the courses offered and the number of students in attendance.

(3) The District declares its financial resources are adequate to insure full funding of its contribution to the total ROP budget as outlined in the attached budget summary.

(4) By signing this agreement with the Sutter County Superintendent of Schools, the District acknowledges that its participation is with all the signatory districts of this agreement and that it assumes all the rights, duties, and obligations with respect to participating in Tri-County ROP.

(5) The District maintains current, accurate records of students' attendance and progress and consents to inspection by authorized representatives of Tri-County ROP for purposes of audit compliance and other factors.

(6) Career Technical Education courses that the District wishes to offer using ROP funding must be approved by the Sutter County Board of Education as the LEA providing over-site of the program. New courses including a course description, an outline that includes units of study and hours per unit of study, and evidence that there is a need for the course must be included in the minutes of an Advisory Meeting in which the new course was discussed,. The new course information is due to the Tri-County ROP administrative office no later than **June 1**, in order for the course to be approved to begin in the fall semester of the next school year.

Tri-County ROP Assurances:

(1) Tri-County ROP will create opportunities for teachers representing member districts to have access to a myriad of professional development opportunities that will help maximize their effectiveness in the classroom.

(2) Tri-County ROP will assist teachers in the development of curriculum for new courses and update curriculum for current courses to ensure that all CTE/ROP courses offered at member sites are aligned with State CTE Standards and are eligible for A-G designation whenever possible.

(3) Tri-County ROP will provide certificates of completion for each course taught and will provide them to the teacher(s) who request them. Certificates will only be awarded to students who have completed course requirements. Tri-County ROP will work with teachers and advisory committees to update certificates that reflect changes in the local and regional labor market, ensure alignment with Model Curriculum Standards, Common Core, State CTE standards and meet any State authorized definition of a high quality CTE program.

(4) Tri-County ROP will participate in CTE District Advisory Committees where appropriate and work with area businesses, the local Chamber of Commerce, the Workforce investment Board, and other workforce agencies to help create work-based learning opportunities for students that are aligned with career pathway development.

(5) The administration of Tri-County ROP will provide member district administrators, teachers, counselors and other appropriate staff with information specific to Career Technical Education, best practices, and proposed changes in federal and state education laws. This will occur as a result of ROP administrations membership and participation in the Association of California School Administrators, CCSESA, the California Association of Regional Occupational Centers and Programs, and other groups that advocate for Career Technical Education in California.

(6) Administrative staff from Tri-County ROP will visit the field at least twice per year and whenever requested to observe operations, and work with school administrators, teachers and counselors to offer assistance in creating the strongest CTE programs possible at each site.

(7) Tri-County ROP will assist districts by working with teachers and local community colleges to ensure courses are articulated, wherever possible, as well as providing other high school to college transitional services for students.

(8) Tri-County ROP will lead the effort to institutionalize a Career Ready Certification Program; provide a myriad of assessment tools and strategies to measure student progress, certify student achievement as it relates to meeting industry standards, and include the academic rigor that is the cornerstone of the Common Core, Model Curriculum Standards and State CTE standards as well as meeting a state approved definition of a high quality CTE program. Tri-County ROP will work with districts to ensure STEM instruction is embedded in as many pathways as appropriate.

BUDGET OVERVIEW

District Agreement:

(1) For the 2017-2018 school-year, the District agrees to fully fund its share of the overall site ROP budget as identified below. District expenditures are to be identified on the attached Tri-County ROP Budget and Expenditure Schedule A. The District contribution to the operation of Tri-County ROP will be **\$122,852.70**. This total represents the balance of the funds the District will not receive from Tri-County ROP and when added to the 2017-2018 contribution from Tri-County ROP, equals the amount allotted to the district in 2014-2015. Please note the maximum allowed expenditure for administration is 3% of the total combined allocation for 2017-2018.

(2) Funds contributed by the District are to be identified in the allowable categories as identified on the Budget and Expenditure Schedule A. Allowable expenditures include salaries (classified and certificated), employee benefits, administration, supplies, instructional materials, services/operational costs, and capital outlay. All funds must be accounted for by providing the ROP business office with documentation that will verify all District expenditures on ROP courses no later than **June 30, 2018**. If documentation is not provided for any portion of the required district amount, as identified in the Budget and Expenditure Schedule A, the amount not verified will be deducted from the funding provided from the ROP contribution of the overall budget.

(3) Funds spent with the District contribution to ROP must be spent on ROP courses approved prior to 2017-2018 and operated by the District. Course changes are permitted as long as the courses are ROP approved and do not supplant a District funded program.

(4) While it is the desire of the Tri-County ROP that each site maintain its allotment of course sections to give students broad exposure to Career Technical Education course offerings, spending the funds on fewer ROP classes may be allowed with approval of the ROP Director and the Sutter County Superintendent of Schools. This may occur, for example, if a district desires to invest more funding in fewer sections in an effort to develop pathway programs that are at a minimum, sequenced, rigorous, meet model curriculum standards, are STEM focused, are likely to produce industry based certification, and are articulated with local community college(s).

ROP/Agreement

(1) For the 2017-2018 school-year, the Tri-County ROP will provide the District with an allotment of **\$13,650.30**. This amount represents 10% of the funds the District received from Tri-County ROP in 2014-2015 school-year. This allotment along with the District contribution of **\$122,852.70**, provides the District a total of **\$136,503.00** to operate 8 sections of ROP.

(2) As with its own contribution to the ROP, the District, at its discretion, will decide how ROP funds will be expended in each category for each section of ROP offered at the site. The District will identify those expenditures on Tri-County ROP Budget and Expenditure Schedule A. In the case of the ROP contributions, the ROP will reimburse the district using the following guidelines: reimbursements for the ROP contribution may occur twice per year, 25% or less by **January 1, 2018** and the balance by **June 30, 2018**. As has always been past practice, back-up documentation must accompany all billings for allowable costs only. ROP reserves the right to deny reimbursement for items that fall outside allowable parameters.

BOTH THE DISTRICT AND TRI-COUNTY ROP AGREE TO THE FOLLOWING

In the event California State or Federal law substantially changes the current funding delivery system for CTE purposes in California and substantially changes the ability for either party to meet the obligations created by this agreement; this agreement will be declared null and void and a new MOU acceptable to both parties may/shall be developed and signed by the contracting parties, the District and the Tri-County ROP. By signing this agreement, both the district and the Tri-County ROP are acting in good faith based on the current funding model created and currently in force under the LCFF. Receipt of the California Career Pathways Trust (CCPT) grant, if awarded, by the Sutter County Superintendent of Schools, shall have no effect on this MOU and districts will receive CCPT funding and as per the terms of the grant submitted on their behalf.

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
Memorandum of Understanding
2017-2018 School Year
SIGNATURES

Sutter County Superintendent of Schools

Date

Carol Meyer

District Superintendent

6/12/17

Date

Director, Career and College Readiness

Date

Principal (optional)

Date

Pierce Joint Unified School District
Overnight Field Trip Request

Date Submitted: 5/25/17

Site Approval: 

Date: 5/24/17

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 Chapter Officer Leadership Conference

Teacher(s) Submitting Request (*Field Trip Supervisor*): Mr. VanLaningham

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: 7 *Number of adult volunteers: 2

List adult volunteers/chaperones: Lorraine Marsh,
Kaeli McCarthur (student teacher)

Date transportation request submitted: Will submit when date is known

Funding source: FFA

*For other than athletic events, there must be one adult for every five students participating.

Departure Date/Time/Location: The Region has not given up this info yet except that it will be in August..

Will leave from PHS. Will give date to Board as soon as it is determined.

Scheduled Return (include time): Conference will last 3 days (2 nights)

Destination (address required): Mountain Meadow Ranch, P.O. Box 610 Susanville, CA 96130

Contact Phone Number at Destination (required): 916-417-0253

(OVER)

CSBA Sample Board Policy

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 **mandates** districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. Pursuant to 5 CCR 4610, districts are required to adopt a uniform system of procedures that meets specified requirements for investigating and resolving complaints alleging (1) noncompliance with state and federal laws and regulations governing educational programs; (2) noncompliance with state law prohibiting the charging of student fees; or (3) unlawful discrimination (such as discriminatory harassment, intimidation, and bullying). Although some bullying incidents may not fall within the provisions of 5 CCR 4610, BP 5131.2 - Bullying strongly recommends that districts use the UCP to investigate all bullying incidents, regardless of whether there is an allegation of discriminatory bullying, to ensure consistent implementation by district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of his/her actual or perceived membership in a legally protected class. After investigation, bullying incidents found to involve unlawful discrimination would then be resolved using the UCP. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with the accompanying administrative regulation.

Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of the UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan. For plan requirements, see BP/AR 0460 - Local Control and Accountability Plan. In addition, ~~legislation enacted in 2015~~ **state law** authorizes the use of the UCP to resolve complaints of noncompliance with laws related to accommodations for lactating students; educational rights of foster youth, **and** homeless students, **and former juvenile court school students**; assignment of students to courses without educational content; and physical education instructional minutes, as specified in items #3 and #6-**9-10** below. Finally, a district should adopt policies and procedures implementing the use of the UCP to investigate and resolve complaints alleging retaliation in response to a complaint.

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1; and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces Title II of the Americans with Disabilities Act (20 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such procedures to be "prompt and equitable." The factors OCR examines to evaluate each district's procedures are specified in the accompanying administrative regulation, including whether and how the procedures (1) provide notice of the procedures to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the resolution of the complaint; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects.

UNIFORM COMPLAINT PROCEDURES (continued)

CSBA staff received feedback and comments from representatives of CDE and OCR regarding this policy and the accompanying administrative regulation. As a result, the sample policy and regulation have been drafted to go beyond the requirements of California's UCP laws and regulations in an attempt to address issues and concerns raised by CDE and OCR. While CDE and OCR have not approved or signed off on the samples, CSBA believes that the additional details provided herein may help school districts and county offices of education during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, after school education and safety programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, special education programs, consolidated categorical aid programs, and any other district-implemented program which is listed in Education Code 64000(a) (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic

UNIFORM COMPLAINT PROCEDURES (continued)

group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Note: Pursuant to Education Code 222, as added by AB 302 (Ch. 690, Statutes of 2015), a district is required to provide specified accommodations to lactating students on campus, and a complaint may be filed using the UCP when any such student is denied such accommodations.

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

Note: Item #5 below is **mandated** pursuant to Education Code 52075.

5. Any complaint alleging district noncompliance with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

Note: Item #6 below permits the use of the UCP for resolving complaints of district noncompliance with law related to specified educational rights of a foster youth pursuant to Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, as amended by AB 379 (Ch. 772, Statutes of 2015). For details of the educational rights of foster youth, see BP/AR 6173.1 – Education for Foster Youth.

6. Any complaint, by or on behalf of any student who is a foster youth, alleging district noncompliance with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the

UNIFORM COMPLAINT PROCEDURES (continued)

student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

Note: Item #7 below permits the use of the UCP for resolving complaints of district noncompliance with law related to specified educational rights of a homeless student pursuant to Education Code 51225.1-51225.2, as amended by AB 379 (Ch. 772, Statutes of 2015). For details of the educational rights of homeless students, see BP/AR 6173 - Education for Homeless Children.

7. Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

Note: Item #8 below is for districts maintaining high schools. Education Code 51225.1-51225.2, 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, as defined, may be filed in accordance with the UCP.

- 8. Any complaint, by or on behalf of a former juvenile court school student who transfers into the district after his/her second year of high school, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in the juvenile court school or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)**

(cf. 6173.3 - Education for Juvenile Court School Students)

Note: Item #8 below is for districts that serve grades 9-12 students. Pursuant to Education Code 51228.1 and 51228.2, as added by AB 1012 (Ch. 703, Statutes of 2015) and as specified below, a UCP complaint may be filed against a district that assigns a student to a course with no educational content for more than one week in any semester or to a course which the student has previously completed, unless the district meets specified conditions. For more information, see BP 6152 - Class Assignment.

- 8-9.** Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

UNIFORM COMPLAINT PROCEDURES (continued)*(cf. 6152 - Class Assignment)*

Note: Item #9 below is for districts maintaining elementary schools. Pursuant to Education Code 51223, as amended by AB 1391 (Ch. 706, Statutes of 2015), the UCP may be used to file a complaint when an elementary school has not complied with the requirement to offer 200 minutes of physical education instruction each 10 school days. For details of this requirement, see BP/AR 6142.7 - Physical Education and Activity.

- 9-10.** Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - Physical Education and Activity)

Note: 5 CCR 4621 **mandates** that district policy ensure that complainants are protected from retaliation as specified in item #**10-11** below.

- 10-11.** Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

Note: Pursuant to 5 CCR 4610, a district may, at its discretion, use the UCP to investigate and resolve other complaints.

- 11-12.** Any other complaint as specified in a district policy

Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. The following **optional** paragraph provides for a neutral mediator and should be revised to reflect district practice.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable to all parties. ADR such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Note: The following paragraph is **mandated** pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances.

UNIFORM COMPLAINT PROCEDURES (continued)

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. ~~As appropriate~~ ~~For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep~~ **confidential** the identity of the complainant, and/or the subject of the complaint if he/she is different from the complainant, **confidential when appropriate and** as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

Note: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is ever investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints in accordance with applicable law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

Note: 5 CCR 4611 details complaint issues that are not subject to the UCP. Such issues include, but are not limited to, allegations of child abuse, health and safety complaints regarding a child development program, allegations of fraud, and employment discrimination complaints. ~~For procedures related to complaints of discrimination in employment, see AR 4030 - Nondiscrimination in Employment.~~

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

UNIFORM COMPLAINT PROCEDURES (continued)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

Note: In addition to complying with item #3 below, a district is required to promptly investigate any allegation of discrimination in employment it receives, pursuant to 2 CCR 11023. For procedures related to complaints of discrimination in employment, see AR 4030 - Nondiscrimination in Employment.

3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

Note: Education Code 35186 requires the district to use the UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, the CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 - Williams Uniform Complaint Procedures for the separate procedure.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)*Legal Reference:*EDUCATION CODE200-262.4 *Prohibition of discrimination*222 *Reasonable accommodations; lactating students*8200-8498 *Child care and development programs*8500-8538 *Adult basic education*18100-18203 *School libraries*32289 *School safety plan, uniform complaint procedures*35186 *Williams uniform complaint procedures*48853-48853.5 *Foster youth*48985 *Notices in language other than English*49010-49013 *Student fees*49060-49079 *Student records*49069.5 *Rights of parents*49490-49590 *Child nutrition programs*51210 *Courses of study grades 1-6*51223 *Physical education, elementary schools*51225.1-51225.2 *Foster youth, and homeless children, and former juvenile court school students; course credits; graduation requirements*51228.1-51228.3 *Course periods without educational content*52060-52077 *Local control and accountability plan, especially:*52075 *Complaint for lack of compliance with local control and accountability plan requirements*52160-52178 *Bilingual education programs*52300-52490 *Career technical education*52500-52616.24 *Adult schools*~~52800-52870 *School-based program coordination*~~54400-54425 *Compensatory education programs*54440-54445 *Migrant education*54460-54529 *Compensatory education programs*56000-56867 *Special education programs*59000-59300 *Special schools and centers*64000-64001 *Consolidated application process*GOVERNMENT CODE11135 *Nondiscrimination in programs or activities funded by state*12900-12996 *Fair Employment and Housing Act*PENAL CODE422.55 *Hate crime; definition*422.6 *Interference with constitutional right or privilege***CODE OF REGULATIONS, TITLE 2****11023 *Harassment and discrimination prevention and correction***CODE OF REGULATIONS, TITLE 53080 *Application of section*4600-4687 *Uniform complaint procedures*4900-4965 *Nondiscrimination in elementary and secondary education programs*UNITED STATES CODE, TITLE 201221 *Application of laws*1232g *Family Educational Rights and Privacy Act*1681-1688 *Title IX of the Education Amendments of 1972**Legal Reference continued: (see next page)*

UNIFORM COMPLAINT PROCEDURES (continued)*Legal Reference: (continued)*UNITED STATES CODE, TITLE 20 (continued)6301-6577 *Title I basic programs*6801-6871-7014 *Title III language instruction for limited English proficient and immigrant students*7101-7184 *Safe and Drug-Free Schools and Communities Act*7201-7283g *Title V promoting informed parental choice and innovative programs*7301-7372 *Title V rural and low-income school programs*12101-12213 *Title II equal opportunity for individuals with disabilities*UNITED STATES CODE, TITLE 29794 *Section 504 of Rehabilitation Act of 1973*UNITED STATES CODE, TITLE 422000d-2000e-17 *Title VI and Title VII Civil Rights Act of 1964, as amended*2000h-2-2000h-6 *Title IX of the Civil Rights Act of 1964*6101-6107 *Age Discrimination Act of 1975*CODE OF FEDERAL REGULATIONS, TITLE 2835.107 *Nondiscrimination on basis of disability; complaints*CODE OF FEDERAL REGULATIONS, TITLE 3499.1-99.67 *Family Educational Rights and Privacy Act*100.3 *Prohibition of discrimination on basis of race, color or national origin*104.7 *Designation of responsible employee for Section 504*CODE OF FEDERAL REGULATIONS, TITLE 34106.8 *Designation of responsible employee for Title IX*106.9 *Notification of nondiscrimination on basis of sex*110.25 *Notification of nondiscrimination on the basis of age**Management Resources:*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*Dear Colleague Letter: Title IX Coordinators, April 2015**Questions and Answers on Title IX and Sexual Violence, April 2014**Dear Colleague Letter: Bullying of Students with Disabilities, August 2013**Dear Colleague Letter: Sexual Violence, April 2011**Dear Colleague Letter: Harassment and Bullying, October 2010**Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001*U.S. DEPARTMENT OF JUSTICE PUBLICATIONS*Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002*WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>Family Policy Compliance Office: <http://familypolicy.ed.gov>U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>U.S. Department of Justice: <http://www.justice.gov>

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CSBA Sample Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Note: 5 CCR 4621 **mandates** that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4687. Additionally, Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of the UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP).

Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, all districts are **mandated** pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are **mandated** pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt such policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.

Apart from these mandates, state ~~law legislation enacted in 2015~~ authorizes the use of the UCP to resolve complaints of noncompliance with laws related to accommodations for lactating students; **prohibition against the charging of student fees**; educational rights of foster youth, ~~and~~ homeless students, ~~and former juvenile court school students~~; assignment of students to courses without educational content; and physical education instructional minutes, as specified in ~~items #3 and #6-10 of~~ the accompanying Board policy.

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

Note: 5 CCR 4621 ~~requires-mandates~~ the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and retaliation. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for receiving and investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the "lead compliance officer."

UNIFORM COMPLAINT PROCEDURES (continued)

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

 (title or position)

 (address)

 (telephone number)

 (email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Note: 5 CCR 4621 **mandates** that the district's policy provide that employees responsible for compliance and/or for investigating and resolving complaints are knowledgeable about the laws and programs at issue in the complaints they are assigned. OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students. They must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall **cover include** current state and federal laws and regulations governing the program,

UNIFORM COMPLAINT PROCEDURES (continued)

applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

Note: 5 CCR 4622 **mandates** the district to include specified information in the required annual notice of its UCP to students, parents/guardians, employees, and others. ~~Pursuant to Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, as amended by AB 379 (Ch. 772, Statutes of 2015), the district is required to include information about specified educational rights of foster youth and homeless students in its annual UCP notification.~~ Education Code 51225.1-51225.2, as amended by AB 2306 (Ch. 464, Statutes of 2016), require that the notice include information about specified educational rights of former juvenile court school students who transfer into the district after their second year of high school. **Districts that do not maintain high schools may revise the following paragraph to delete notification of the rights of former juvenile court school students.**

During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below. A sample of the annual notice is available through the CDE web site. In addition, 28 CFR 35.107, 34 CFR 106.8, and 34 CFR 110.25 require the district to publish its complaint procedures covering unlawful discrimination.

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, **and** homeless students, **and former juvenile court school students** to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

UNIFORM COMPLAINT PROCEDURES (continued)*(cf. 0420 - School Plans/Site Councils)**(cf. 0460 - Local Control and Accountability Plan)**(cf. 1220 - Citizen Advisory Committees)**(cf. 3260 - Fees and Charges)**(cf. 4112.9/4212.9/4312.9 - Employee Notifications)**(cf. 5145.6 - Parental Notifications)**(cf. 6173 - Education for Homeless Children)**(cf. 6173.1 - Education for Foster Youth)****(cf. 6173.3 - Education for Juvenile Court School Students)***

Note: The following paragraph may be modified to reflect district practice. Pursuant to Education Code 221.61, as added by SB 1375 (Ch. 655, Statutes of 2016), on or before July 1, 2017, districts are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX. See AR 5145.3 - Nondiscrimination/Harassment. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221.8. In addition, in its April 2015 Dear Colleague Letter: Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees.

The annual notification, ~~and~~ complete contact information of the compliance officer(s), ~~and information related to Title IX as required pursuant to Education Code 221.61~~ **may** ~~shall~~ be posted on the district web site and, ~~if available,~~ **may be** provided through district-supported social media, **if available**.

*(cf. 1113 - District and School Web Sites)**(cf. 1114 - District-Sponsored Social Media)*

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

UNIFORM COMPLAINT PROCEDURES (continued)

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Note: During the FPM process, CDE staff will check the notice to ensure that it contains a summary of the complaint procedures as specified in items #1-4 below.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

UNIFORM COMPLAINT PROCEDURES (continued)

- d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.
- e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation **reveals confirms** that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

- f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

Note: Education Code 52075 requires that information regarding LCAP requirements be included in the district's annual notification. See BP/AR 0460 - Local Control and Accountability Plan for details of the LCAP and specific requirements for its adoption and implementation.

- g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

Note: **Items #4h and i below reflect Pursuant to Education Code 48853, 48853.5, and 49069.5, as well as 51225.1-51225.2 as amended by AB 379-2306 (Ch. 772 464, Statutes of 2015 2016), the UCP notice must include information regarding certain educational rights of foster youth, homeless students, and former juvenile court school students, as provided in items #4h and i below.** Pursuant to Education Code 48853.5, **as amended**, the CDE is required to develop a standardized notice of the rights of foster youth in consultation with the California Foster Youth Education Task Force, and to make it available for dissemination by posting it on its Internet Web site.

- h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

UNIFORM COMPLAINT PROCEDURES (continued)

- i. A foster youth, ~~or~~ homeless student, **or former juvenile court school student** who transfers into a district high school or between district high schools **as applicable** shall be notified of the district's responsibility to:
- (1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed
 - (2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency
 - (3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1
- j. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

Note: Pursuant to federal law, including 34 CFR 106.8, the district is required to establish "prompt and equitable" procedures for investigating and resolving complaints alleging unlawful discrimination. The following statement reflects OCR's interpretation of such provisions as requiring fairness and equity not just for a complainant but for a respondent as well.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

- k. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

Note: To ensure that the public is made aware of districts' obligation to provide copies of the UCP free of charge pursuant to 5 CCR 4622, CDE staff review the notice during the FPM process.

- l. Copies of the district's UCP are available free of charge.

UNIFORM COMPLAINT PROCEDURES (continued)**District Responsibilities**

Note: 5 CCR 4631 requires that UCP complaints be investigated and completely resolved within 60 calendar days of the receipt of the complaint. Pursuant to 5 CCR 4640, when a UCP complaint is erroneously sent to the CDE without first being filed with the district, the 60-day period specified in 5 CCR 4631 begins when the district receives the complaint.

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

Note: The following paragraph reflects recommendation by OCR to ensure equity in the resolution process of a complaint alleging unlawful discrimination and may be modified to reflect district practice.

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaints

Note: Complaints filed under the UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer. For example, acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may initially be reported to a principal. See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment. If a site administrator not designated as a compliance officer receives a UCP complaint, he/she must notify a compliance officer. A district may also establish a site-level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint. Any site-level process established by a district should be in writing and distributed in the same manner as the grievance procedures listed herein with an explanation of how it interacts with the UCP complaint process.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

UNIFORM COMPLAINT PROCEDURES (continued)

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)

Note: Education Code 49013 mandates districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees. Pursuant to Education Code 52075, anonymous complaints are permitted with regards to the LCAP, as long as evidence, or information leading to evidence, to support the allegation of noncompliance is provided in the complaint.

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

UNIFORM COMPLAINT PROCEDURES (continued)

Note: OCR's Revised Sexual Harassment Guidance, Dear Colleague Letter: Sexual Violence, and Questions and Answers on Title IX and Sexual Violence indicate that if a complainant in a sexual harassment case requests that his/her name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. **However, The OCR publications acknowledge that situations may exist in which a district cannot honor a student's request for confidentiality, but caution that,** in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. **Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault.** ~~This~~ **These** guiding principles would also apply to harassment on other bases, such as the basis of race, gender, ~~or~~ disability, or other protected characteristic. ~~Districts should consult legal counsel before honoring a request to withhold the victim's name from the alleged perpetrator~~

5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Note: The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution procedures such as mediation; see the accompanying Board policy. **The following section may be modified to specify the alternative dispute resolution method and timelines used within the district.**

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

UNIFORM COMPLAINT PROCEDURES (continued)

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Note: 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, **the timeline specified below may be modified to reflect district practice.**

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

Note: In his/her investigation, the compliance officer should consider all relevant circumstances, such as how the misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was directed; the size of the school, location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

UNIFORM COMPLAINT PROCEDURES (continued)

Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Note: In determining the truth of any allegation, the district should apply the correct standard of proof to the situation. For example, with allegations of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) or retaliation, OCR uses the "preponderance of the evidence" (more likely than not) standard. Any standard of proof that is more rigorous than required by law could subject a district to liability.

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Note: Pursuant to 5 CCR 4631, the district's written decision must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

UNIFORM COMPLAINT PROCEDURES (continued)**OPTION 1:**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant, and respondent if there is one, a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

OPTION 2:

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. **When required by law, the matter shall be considered in closed session.** The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Note: Pursuant to 5 CCR 4631, only a complainant has the right to receive a written report, and to file his/her complaint with the Board if dissatisfied with the compliance officer's decision. However, OCR has recommended that the same rights be extended to a respondent to a complaint alleging unlawful discrimination, to ensure the process is equitable for all involved. Districts that selected Option 1 should delete reference to filing of a complaint with the Board in the following paragraph.

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

UNIFORM COMPLAINT PROCEDURES (continued)

Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." In February 2015, the Family Policy Compliance Office (FPCO), the federal agency which administers FERPA, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the sanctions imposed upon the offender when the sanctions directly relate to that student. Thus, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., ~~a stay-away order~~ **an order that the alleged offender stay away from the alleged victim**), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the offender.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Note: 5 CCR 4631 and guidance provided by OCR specify components that should be part of the district's decision. Inclusion of these items will help protect the district's position in case of an appeal to the CDE, a complaint submitted to OCR, or if litigation is filed.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

UNIFORM COMPLAINT PROCEDURES (continued)

- a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
 3. Disposition of the complaint
 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The relationship between the alleged victim(s) and offender(s)
 - d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

UNIFORM COMPLAINT PROCEDURES (continued)

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from the CDE.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

UNIFORM COMPLAINT PROCEDURES (continued)**Corrective Actions**

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others

UNIFORM COMPLAINT PROCEDURES (continued)

4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Note: In its Dear Colleague Letter: Sexual Violence from April 2011 and its Questions and Answers on Title IX and Sexual Violence from April 2014, OCR provides a detailed discussion of remedies for the broader campus community.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

Note: Generally, when a complaint is found to have merit, appropriate corrective action is provided to the complainant or other affected person. However, in certain instances, the law may require corrective action to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or the CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with the LCAP requirements, pursuant to Education Code 52075, and to noncompliance with required instructional minutes for elementary students' physical education, pursuant to Education Code 51223, as amended by AB 1391 (Ch. 706, Statutes of 2015). Districts that do not maintain elementary schools should delete reference to physical education from the following paragraph.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

UNIFORM COMPLAINT PROCEDURES (continued)

Appeals to the California Department of Education

Note: 5 CCR 4632-4633 provide that any complainant may appeal the district's decision to the CDE, as provided below. Pursuant to Education Code 49013, the district is **mandated** to adopt procedures that include the right to appeal to the CDE, in accordance with 5 CCR 4632, when a complainant is dissatisfied with the district's decision on his/her complaint alleging noncompliance with the law that prohibits districts from requiring students to pay fees, deposits, or charges for their participation in educational activities. Such procedures are also **mandated** by Education Code 52075 with regards to complaints alleging noncompliance with requirements related to the LCAP.

Authority to appeal the district's decision is also available to a complainant who alleges noncompliance with laws regarding (1) the provision of reasonable accommodation to a lactating student; (2) the educational rights of foster youth, **and** homeless students, **and former juvenile court school students**; (3) the assignment of a high school student to a course without educational content; and (4) the required instructional minutes for elementary students' physical education, as specified in items #3 and #6-**9-10** of the accompanying Board policy.

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

Note: Pursuant to 5 CCR 4632-4633, an appeal to the CDE is only available to a complainant who is dissatisfied with the district's decision. However, the OCR has recommended that the district extend the same right to a respondent to an allegation of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) who is dissatisfied with the district's decision, to ensure fairness for all parties involved.

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision

UNIFORM COMPLAINT PROCEDURES (continued)

3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Note: The CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final written decision; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; (3) the complainant alleges that he/she would suffer immediate and irreparable harm as a result of an application of a districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program.

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CSBA Sample Board Policy

Community Relations

BP 1340(a)

ACCESS TO DISTRICT RECORDS

Note: The following optional policy and accompanying administrative regulation reflect requirements of the laws regarding public access under the California Public Records Act (CPRA) (Government Code 6250-6270) to pertaining to public access to district public records of the district under the California Public Records Act (Government Code 6252-6270). "Public records," as defined by Government Code 6252, include any records relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics; see section on "Definitions" in the accompanying administrative regulation. For information regarding retention of records, see BP/AR 3580 - District Records, AR 4112.6/4212.6/4312.6 - Personnel Files, and BP/AR 5125 - Student Records.

The Governing Board recognizes the right of citizens to have access to public records of the district. The Board intends the district to provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3580 - District Records)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)
(cf. 6162.5 - Student Assessment)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)

Note: In City of San Jose v. Superior Court, the California Supreme Court held that communications regarding public business transmitted to or by public officials on a personal account or device are not categorically exempt from disclosure under the CPRA (Government Code 6250-6270). The court noted that public agencies are required to disclose all applicable records that can be located "with reasonable effort," including those records contained on a public official's or employee's personal device regardless of whether they were transmitted through district servers. Such searches need not be extraordinary or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications. Also see AR 3580 - District Records and BB 9012 - Board Member Electronic Communications.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

ACCESS TO DISTRICT RECORDS (continued)

*(cf. 4040 - Employee Use of Technology)**(cf. 9012 - Board Member Electronic Communications)*

Note: Government Code 6253 authorizes the district to charge a person requesting a copy of a record a fee covering the direct costs of duplication; however, no fee can be charged to a person who wishes to inspect but not copy a record. In North County Parents Organization for Children with Special Needs v. Department of Education, the court determined that direct costs include only the cost of running the copy machine and possibly the expense of the person operating it. Direct costs do not include the other costs that may be associated with the request, such as searching, reviewing, or redacting the record; assisting the requester in formulating the request; responding to the request; or employee time to sit with the requester during inspection of the record. Because it is not clearly authorized by law, districts wishing to charge for the cost of the copy machine operator should consult with legal counsel.

In addition, Government Code 6253 authorizes districts to provide faster access or access to more records than the minimum standards provided by law. According to the court in North County Parents Organization, this provision permits a district to waive or reduce its fees. For example, a district may consider waiving fees below a certain dollar threshold because the costs of collecting the fee exceed the fee amount.

The district may charge for copies of public records or other materials requested by individuals or groups. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

Note: The following paragraph is **optional**.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

*Legal Reference:*EDUCATION CODE35145 *Public meetings*35170 *Authority to secure copyrights*35250 *Duty to keep certain records and reports*41020 *Requirement for annual audit*42103 *Publication of proposed budget; hearing*44031 *Personnel file contents and inspections*44839 *Medical certificates; periodic medical examination*49060-49079 *Pupil **Student** records*49091.10 *Parental review of curriculum and instruction*~~52850 *Applicability of article (School-Based Program Coordination Plan availability)*~~GOVERNMENT CODE3547 *Proposals relating to representation*6250-6270 *California Public Records Act*6275-6276.48 *Other exemptions from disclosure*53262 *Employment contracts*54957.2 *Minute book record of closed sessions*

Legal Reference continued: (see next page)

ACCESS TO DISTRICT RECORDS (continued)*Legal Reference: (continued)*GOVERNMENT CODE (continued)54957.5 *Agendas and other writings distributed for discussion or consideration*81008 *Political Reform Act, public records; inspection and reproduction*CALIFORNIA CONSTITUTIONArticle 1, Section 3 *Right of access to governmental information*CODE OF REGULATIONS, TITLE 5430-438 *Individual pupil student records*COURT DECISIONS*City of San Jose v. Superior Court (2017) 2 Cal.5th 608**Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282**International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319**Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381**Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324**Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414**North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144*ATTORNEY GENERAL OPINIONS71 *Ops.Cal.Atty.Gen. 235 (1988)*64 *Ops.Cal.Atty.Gen. 186 (1981)**Management Resources:***CSBA PUBLICATIONS*****Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017***ATTORNEY GENERAL PUBLICATIONS*Summary of the California Public Records Act, 2004*LEAGUE OF CALIFORNIA CITIES PUBLICATIONS*The People's Business: A Guide to the California Public Records Act, 2008*WEB SITESCSBA: <http://www.csba.org>California Attorney General's Office: <http://www.caag.state.ca.us> <https://oag.ca.gov>Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>State Bar of California: <http://www.calbar.ca.gov>

CSBA Sample Board Policy

Administration

BP 2121(a)

SUPERINTENDENT'S CONTRACT

Note: The following optional policy should be modified to reflect district practice.

The Governing Board believes that the Superintendent's employment contract should outline the framework through which the Board and Superintendent are to work together to achieve district goals and objectives. When approving the Superintendent's employment contract, the Board shall consider the need for stability in district administration and shall ensure the best use of district resources.

(cf. 0200 - Goals for the School District)
(cf. 2120 - Superintendent Recruitment and Selection)
(cf. 4312.1 - Contracts)
(cf. 9000 - Role of the Board)

Note: The following list of contract components is consistent with a template for Superintendent contracts developed by CSBA. The annotated template contract with additional context and suggestions is available by contacting legal@csba.org.

The contract shall be reviewed by the district's legal counsel and may include the following:

1. Term of the contract, which shall be for no more than four years pursuant to Education Code 35031
2. Length of the work year and hours of work

Note: The contract should include the salary, health and welfare benefits, and other compensation for the position, as provided in item #3 below. Federal law (26 USC 105; 42 USC 300gg-16; 26 CFR 1.105-11) prohibits favoring "highly compensated" individuals (i.e., the highest paid 25 percent of all employees, with specified exceptions) in terms of the level of benefits provided. Although implementation of this provision with respect to group health plans has been delayed until the issuance of federal regulations or guidance, it is recommended that districts prepare to comply with the expected rules. See AR 4154/4254/4354 - Health and Welfare Benefits.

3. Salary, health and welfare benefits, and other compensation for the position

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Reimbursement of work-related expenses, including mileage reimbursement, consistent with Board policies, regulations, and guidelines applicable to other professional administrative staff

(cf. 3350 - Travel Expenses)

SUPERINTENDENT'S CONTRACT (continued)

The contract may also address payment for professional dues and activities, the district's provision of cell phones or other technological devices, and the Superintendent's use of his/her personal vehicle.

(cf. 4040 - Employee Use of Technology)

5. Vacation, illness and injury leave, and personal leaves

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

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

(cf. 4161.5/4261.5/4361.5 - Military Leave)

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

6. General duties and responsibilities of the position

(cf. 2110 - Superintendent Responsibilities and Duties)

7. Criteria, process, and procedure for annual evaluation of the Superintendent

(cf. 2140 - Evaluation of the Superintendent)

8. A statement that any subsequent increase in the Superintendent's salary shall be at the sole discretion of the Board

9. A statement that there shall be no automatic renewal or extension of the contract, although the Board can enter into a new contract with the Superintendent prior to the expiration of the existing contract

Note: Pursuant to Education Code 35031, **if the Governing Board decides not to reemploy the Superintendent, it must notify the Superintendent him/her** at least 45 days **in advance before the contract expires if it decides to not reemploy him/her**. If the Board fails to provide the required prior written notice, the Superintendent shall be deemed reemployed for a term of the same length as the one completed, under the same terms and conditions, and with the same compensation.

10. Timeline for providing written notice to the Superintendent if the Board does not wish to enter into a new contract, which shall be at least 45 **calendar** days in advance of the expiration of the term of the contract pursuant to Education Code 35031, and the responsibility of the Superintendent to remind the Board in **writing and in** a timely manner of the requirement to give notice

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

SUPERINTENDENT'S CONTRACT (continued)

11. Conditions and process for termination of the contract, including the maximum cash settlement that the Superintendent may receive if the contract is terminated prior to its expiration date
12. Matters related to liability and indemnification against demands, claims, suits, actions, and legal proceedings brought against the Superintendent in his/her official capacity in the performance of duties related to his/her employment

Note: Pursuant to Government Code 54957, personnel matters related to the appointment or employment of an employee may be discussed in closed session under the "personnel exception." However, **Government Code 54957 prohibits the use of closed session for discussion or action on the Board may not discuss or act upon** any proposed change in compensation other than a reduction of compensation that results from the imposition of discipline ~~in closed session under this exception~~. In San Diego Union v. City Council, a California Court of Appeal held that the "personnel exception" provided in Government Code 54957 does not extend to discussions of salary and compensation.

Notwithstanding Government Code 54957, the Board is authorized pursuant to Government Code 54957.6, the "labor exception," to hold closed sessions with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. The Attorney General has opined in 57 Ops. Cal. Atty. Gen. 209 (1974) that a board may only meet in closed session for such purposes with a designated representative who is involved with the "bona fide" negotiations with represented and/or unrepresented employees. The Attorney General's publication The Brown Act: Open Meetings for Local Legislative Bodies, also states that the "labor exception" applies to meeting in closed session to instruct its representatives concerning negotiations with prospective employees. Boards wishing to discuss the Superintendent's salary in closed session under the "labor exception" are encouraged to consult legal counsel before doing so.

In addition, pursuant to Government Code 54956, the Board is prohibited from deliberating on the salary or other compensation of the Superintendent at a special meeting. See BB 9320 - Meetings and Notices and BB 9321 - Closed Session Purposes and Agendas.

The following paragraph should be revised to reflect district practice.

The Board may deliberate about terms of the contract in closed session at a regular meeting. **However, Discussions regarding the salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only as permitted under Government Code 54957.6 between the Board and its designated representative(s), as permitted under Government Code 54957.6 (the "labor exception"), for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the current or prospective Superintendent. Such deliberations shall not be held during a special meeting.** (Government Code 54956, 54957, 54957.6)

The Board may consult with district legal counsel prior to holding a closed session with the designated representative(s) to discuss compensation to be paid to the current or prospective Superintendent.

SUPERINTENDENT'S CONTRACT (continued)

(cf. 9320 - Meetings and Notices)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

Terms of the contract shall remain confidential until the ratification process commences.

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

Note: Pursuant to Government Code 54953, as amended by SB 1436 (Ch. 175, Statutes of 2016), the Board must, in open session, orally report a summary of the recommendation for final action on the Superintendent's salary or benefits and must make related records available to the public in accordance with the California Public Records Act. Thus, Government Code 54953 limits the Board's ability to approve changes to salary or benefits as part of a consent calendar and instead requires such approval to be a separate agenda item. For identical requirements regarding final action on the salary or benefits or other district executives, see BP 4312.1 - Contracts.

The Board shall take final action on the Superintendent's contract ~~in an open meeting~~ **during an open session of a regularly scheduled Board meeting, which and that action shall be reflected in the Board's minutes. At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on the Superintendent's salary or compensation in the form of fringe benefits.** (Government Code **3511.1, 53262, 54953, 54957.6**)

Copies of the contract **and other public records created or received in the process of developing the recommendation related to the Superintendent's salary, benefits, and other compensation** shall be available to the public upon request. (Government Code **53262, 54953, 54957.6**)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Termination of Contract

Note: Pursuant to Government Code 53260, every employee contract must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to his/her monthly salary multiplied by the number of months left on the contract. For a Superintendent contract executed prior to January 1, 2016, if the unexpired term is greater than 18 months, this maximum is equal to the monthly salary multiplied by 18. For a Superintendent contract executed on or after January 1, 2016, Government Code 53260, ~~as amended by AB 215 (Ch. 240, Statutes of 2015)~~, provides that the maximum cash settlement is the monthly salary multiplied by 12. Cash settlements may be less than these maximums. The district must make termination agreements available to the public upon request. See AR 4117.5/4217.5/4317.5 - Termination Agreements.

Prior to the expiration of the contract, the Board may terminate the Superintendent's employment contract in accordance with law and applicable contract provisions.

SUPERINTENDENT'S CONTRACT (continued)

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

In such an event, any cash settlement that the Superintendent may receive upon termination of the contract shall not exceed his/her monthly salary multiplied by the number of months left on the contract or, if the unexpired term of the contract is more than 18 months and the contract was executed prior to January 1, 2016, no greater than the Superintendent's monthly salary multiplied by 18. For any contract executed on or after January 1, 2016, any cash settlement shall not exceed the Superintendent's monthly salary multiplied by 12. (Government Code 53260)

The cash settlement shall not include any noncash items other than health benefits, which may be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code 53260, 53261)

Note: AB 215 (Ch. 240, Statutes of 2015) amended Government Code 53260 to eliminate the option to provide a settlement equivalent to up to six months' salary when the Superintendent's contract is terminated for specified causes.

However, when the termination of the Superintendent's contract is based upon the Board's belief and subsequent confirmation through an independent audit that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, no cash or noncash settlement of any amount shall be provided. (Government Code 53260)

In addition, if the Superintendent is convicted of a crime involving an abuse of his/her office or position, he/she shall reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination, and for any funds expended by the district in his/her defense against a crime involving his/her office or position. (Government Code 53243-53243.4, 53260)

Legal Reference: (see next page)

SUPERINTENDENT'S CONTRACT (continued)

Legal Reference:

EDUCATION CODE

35031 *Term of employment*

41325-41329.3 *Conditions of emergency apportionment*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

6250-6270 *California Public Records Act*

53243-53243.4 *Abuse of office*

53260-53264 *Employment contracts*

54953 *Oral summary of recommended salary and benefits of superintendent*

54954 *Time and place of regular meetings*

54956 *Special meetings*

54957 *Closed session personnel matters*

54957.1 *Closed session, public report of action taken*

54957.6 *Closed sessions regarding employee matters*

UNITED STATES CODE, TITLE 26

105 *Self-insured medical reimbursement plan; definition of highly compensated individual*

UNITED STATES CODE, TITLE 42

300gg-16 *Group health plan; nondiscrimination in favor of highly compensated individuals*

CODE OF FEDERAL REGULATIONS

1.105-11 *Self-insured medical reimbursement plan*

COURT DECISIONS

San Diego Union v. City Council, (1983) 146 Cal.App.3d 947

ATTORNEY GENERAL OPINIONS

57 *Ops. Cal. Atty. Gen.* 209 (1974)

Management Resources:

CSBA PUBLICATIONS

Superintendent Contract Template, 2015

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

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

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

California Office of the Attorney General, Department of Justice: <http://caag.state.ca.us>:

<https://oag.ca.gov>

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CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Note: The following **optional** policy may be revised to reflect district practice. **Pursuant to U.S. Department of Agriculture (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program (42 USC 1751-1769j, 1773) are mandated to adopt policy addressing delinquent meal charges; see the section "Meal Sales" below and the accompanying administrative regulation.**

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program **(42 USC 1751-1769j, 1773)** must maintain a nonprofit school food service program. Revenues received through the program may be used **only** for the operation or improvement of the food service program, **except that such revenues must not be used to but not to construct buildings. Revenues also may not be used to purchase land or buildings, unless otherwise approved by the USDA.** ~~or construct buildings unless otherwise approved.~~ Authorized expenditures are defined in the California Department of Education's (CDE) California School Accounting Manual.

The Governing Board intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

Note: Pursuant to 42 USC 1776, the USDA has established minimum professional standards for food service personnel. With approval from the CDE, more flexible standards may be used in districts with average daily attendance of less than 500 or in districts of any size when hiring a new acting food services director. For more information about professional standards for food service directors, see CDE's Management Bulletin SNP-17-2016.

The Superintendent or designee shall ensure that all food service personnel possess **appropriate the required** qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program **in accordance with law**.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 42 USC 1776, such districts must ensure that food service personnel **and other appropriate personnel** who conduct or oversee administrative

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

procedures ~~and other appropriate personnel~~ receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.

~~In addition, on a date to be determined by the U.S. Secretary pursuant to 42 USC 1776, food service directors will be required to meet minimum requirements related to education, training, and certification.~~

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

Note: The following paragraph is **optional**. Pursuant to Education Code 38082, the Governing Board may, by formal resolution, authorize the serving of meals to persons other than those listed above. In Management Bulletin No. 00-111, the CDE states that the Board's policy or resolution must specify the circumstances under which those other persons will be served and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals.

YES

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias, or other costs determined by **Governing** Board resolution, pursuant to Education Code 38100).

Students who meet federal eligibility criteria for the reduced-price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553 - Free and Reduced Price Meals. ~~In setting prices for students who are not eligible for the free and reduced-price meal program, 42 USC 1760 requires schools to charge those students a price that is, on average, equal to the difference between free meal reimbursement and paid meal reimbursement. Schools that charge less than the average are required to gradually increase their prices over time until they meet the requirement or may cover the difference with nonfederal funds. 42 USC 1760 provides that the price shall generally not increase more than 10 cents each year, but allows districts to establish a higher increase at their discretion. For information about setting prices for full-price meals, see 42 USC 1760 and CDE Management Bulletin USDA-SNP-16-2012.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)NEVER
HAVE

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Note: Education Code 49557 requires the Board to approve a plan that ensures students eligible to receive free or reduced-price meals are not treated differently from other students, including, but not limited to, assurance that eligible students will not be overtly identified by the use of special tokens, tickets, or any other means. For additional language addressing this requirement, see BP/AR 3553 - Free and Reduced Price Meals.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. **Such students shall not be overtly identified or treated differently from other students.**

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

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are mandated to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Pursuant to CDE Management Bulletin SNP-03-2017, the district's unpaid meals policy must ensure that students with unrecovered or delinquent debt are not overtly identified. See the accompanying administrative regulation for additional language fulfilling this mandate.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments, and shall clearly communicate these procedures and related district policies to students and parents/guardians. The procedures adopted by the Superintendent or designee shall conform with 2 CFR 200.426 and any applicable CDE guidance, and shall not overtly identify students with unrecovered or delinquent debt or treat them differently than other students.

Cafeteria Fund

Note: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Note: Education Code 38103 allows the Board, at its discretion and with the approval of the County Superintendent of Schools who is responsible for a countywide payroll/retirement system under Education Code 42646, to have wages, salaries, and benefits of food service employees paid either from the district's general fund (Option 1 below) or from the district's cafeteria fund (Option 2).

OPTION 1: The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

OPTION 2: The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Note: The following optional paragraph may be revised to reflect district practice. 2 CFR 225 2 CFR Part 200, Appendix VII and U.S. Department of Agriculture (USDA) guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

Note: The following section is optional. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. 42 USC 1758, 7 CFR 210.16, and Education Code 45103.5 authorize a district, under specified conditions and with approval of the CDE, to contract with a food service management company to manage its food service operation in one or more of its schools. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**Procurement of Foods**

Note: The following section is for districts participating in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773). Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meals programs, including those outlined in the Buy American provision. This provision indicates that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to USDA Memorandum SP-24-2016, a domestic commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States.

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

Note: The following paragraph reflects limited exceptions to the Buy American requirement, as described in USDA Memorandum SP-24-2016. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the exception.

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. **See the CDE's nutrition services web site for a current list of documents that may be requested for the review. USDA correspondence dated August 30, 2013, provides a list of documents that may be requested by the CDE for the review.**

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

During the Administrative Review, CDE will review district policies on charge accounts, alternate meals, and guidelines for continually notifying parents/guardians of these policies. USDA Memorandum SP 23-2017 adds a requirement to maintain and submit the district's policy on unpaid meal charges to the CDE during the Administrative Review.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, **meal charges**, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use
 38090-38095 Cafeterias, funds and accounts
 38100-38103 Cafeterias, allocation of charges
 42646 Alternate payroll procedure
 45103.5 Contracts for management consulting services; restrictions
 49490-49493 School breakfast and lunch programs
 49500-49505 School meals
 49554 Contract for services

49550-49562 Meals for needy students

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
 15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs
 1771-1791 Child nutrition, including:
 1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

225 Cost Principles for State, Local, and Indian Tribal Governments

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
 220.1-220.21 National School Breakfast Program
 250.1-250.70 USDA foods

Management Resources: (see next page)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSCalifornia School Accounting ManualFood Distribution Program Administrative ManualUnpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, Management Bulletin, SNP-03-2017, April 2017Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-06-2015, May 2015Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012Storage and Inventory Management of United States Department of Agriculture (USDA) Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010Management Bulletin USDA-SNP-01-2008, February 2008Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONSFinancial Management of the School Meal Programs, Correspondence, August 30, 2013FAQs About School MealsUnpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014U.S. DEPARTMENT OF EDUCATION GUIDANCEFAQs About School MealsWEB SITESCalifornia Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>California School Nutrition Association: <http://www.calsna.org>U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>U.S. Department of Education: <http://www.ed.gov>

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CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3551(a)

FOOD SERVICE OPERATIONS/CAFETERIA FUND

Payments for Meals

Note: State and federal law (Education Code 49550; 42 USC 1758, 1773) require that all students eligible for free and reduced-price meals receive a reimbursable meal during each school day which must be the same meal choice offered to noneligible students; see BP/AR 3553 - Free and Reduced Price Meals. California Department of Education (CDE) Management Bulletin ~~USDA-SNP-01-2008~~ **SNP-06-2015** clarifies that districts therefore cannot serve an alternate meal (i.e., a meal that is different than the day's advertised meal) to a student eligible for reduced-price meals who does not have the ability to pay or who fails to provide a meal ticket or other medium of exchange on a given day. Payment ~~and pricing~~ policies for full-price meals are at the discretion of the district and may include decisions on whether or not to extend credit or provide an alternate meal to students in the event of nonpayment.

In addition to providing meals at no cost to students who are eligible, the district may offer meals at no cost to students who qualify for reduced-price benefits. Districts that choose to eliminate reduced-price meal charges may still claim the meals at the reduced-price rate, but the cost difference between the reduced-price meal and the no-cost meal must be covered by the district's cafeteria fund. Districts that choose to do so may modify the following paragraph accordingly. For more information, see the U.S. Department of Agriculture's (USDA) Memorandum SP 17-2014.

The following section includes recommendations of the CDE's Management Bulletin and the ~~U.S. Department of Agriculture's (USDA's)~~ "FAQs About School Meals" on the USDA's web site and may be revised to reflect district practice.

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

Note: The CDE's program monitoring process (the Administrative Review) requires districts to continually notify parents/guardians of district policies regarding meal payments, including charge accounts and alternate meals if applicable. Districts should, at a minimum, inform parents/guardians at the beginning of the school year and on an ongoing basis of district practices for students who have lost or forgotten their meal payment. In addition, districts should set up a parent notification system for when a student's meal payment account has a low or negative balance.

According to the USDA's Memorandum SP-23-2017, beginning in the 2017-18 school year and each year thereafter, the district's policy on delinquent meal payments must be communicated in writing to all households at the start of each school year and to households transferring to the school during the school year. CDE Management Bulletin SNP-03-2017 states that, at a minimum, districts should use the methods specified below to communicate the district's meal policy.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

At the beginning of the school year, **and whenever a student enrolls during the school year**, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. **The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:**

1. **Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year**
2. **Including the policy in print versions of student handbooks, if provided to parents/guardians annually**
3. **Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year**
4. **Posting the policy on the district's web site**
5. **Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance**

(cf. 1113 - District and School Web Sites)

(cf. 5145.6 - Parental Notifications)

Note: The following **optional** paragraph may be revised to reflect district practice. According to the USDA's "FAQs About School Meals," any district that participates in the National School Lunch and/or Breakfast Program (42 USC 1751-1769j, 1773) and has one or more schools which use a system of meal tickets (or tokens, cards, or other similar medium of exchange) may limit the number of lost or stolen tickets it will replace for students each school year, as long as the limit is set at three or more. However, such a limit may only be established if the school (1) advises students and parents/guardians of the district's rules regarding replacement tickets at the beginning of the school year and/or when applications for free and reduced-price meals are distributed or approved; (2) issues at least one advance warning to the student or his/her parent/guardian prior to refusing to issue a replacement ticket; and (3) does not deny meals to prekindergarten or younger primary students or students with disabilities who may be unable to take full responsibility for their meal tickets. Although these requirements apply only to students who qualify for free or reduced-price meals, the USDA recommends that districts apply the same limits for students who pay full price for their meals in order to ensure that needy students are not overtly identified because of a disparate ticket replacement policy.

n/a
In any school that uses a system of meal tickets or other similar medium of exchange rather than an electronic point-of-sale system, the Superintendent or designee shall develop a process for providing replacement tickets to any student who reports his/her tickets as lost or stolen. However, whenever any student reports an excessive number of lost or stolen tickets, the Superintendent or designee shall notify the parent/guardian and may provide an alternative method of tracking meal usage for that student.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Note: Pursuant to CDE Management Bulletin SNP-03-2017, districts must ensure that students who are approved for reduced-price meals receive all meals that are paid for. Any excess payments must be either carried over or refunded to the parents/guardians. The following paragraph extends this provision to also apply to students paying for full-price meals.

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are mandated to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Such policy may allow students to charge all types of reimbursable meals, impose a limit on charges, provide students paying full price with alternate meals, and/or allow neither meal charges nor alternative meals. Such policy may be consistent for all students or vary by grade level. The following paragraphs should be revised to reflect district practice. Also see the accompanying Board policy.

Students and their parents/guardians shall be notified whenever their account has a **zero low or negative** balance. Whenever a student's account has an unpaid balance of \$50 or more, parents/guardians shall be notified in writing that full payment is due within seven school days from the date of the notice.

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In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

Note: The following optional paragraph reflects CDE guidance in its Management Bulletin SNP-03-2017.

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

The Superintendent or designee may enter into a repayment plan with a student's parents/guardians for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

Note: CDE Management Bulletin SNP-03-2017 requires that the district's unpaid meal policy conform with the cost principles set forth in 2 CFR 200.426, as provided below.

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

Note: Pursuant to CDE Management Bulletins SNP 06-2015 and SNP-03-2017, delinquent debt must be reclassified as bad debt and written off as an operating loss if it is not paid by the end of the fiscal year in which the debt was incurred, unless the district enters into a repayment plan with the parent/guardian prior to the end of the fiscal year or the debt occurs fewer than 90 days prior to the end of the fiscal year. Federal funds are not available to reimburse the district for bad debt. Districts are required to maintain related records in accordance with 7 CFR 210.9 and 210.15.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

Note: To streamline administration of state and federal meal programs, the CDE has developed an online Child Nutrition Information and Payment System which must be used to submit reimbursement claims and to submit and track the status of applications and USDA food requests.

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the CDE using the online Child Nutrition Information and Payment System.

Cafeteria Fund

Note: Education Code 38091 authorizes the Governing Board to establish one or more cafeteria revolving accounts to be treated as revolving cash accounts of the cafeteria fund.

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)*(cf. 3100 - Budget)**(cf. 3300 - Expenditures and Purchases)*

Note: ~~Education Code 38100-38103 specify allowable expenditures from the cafeteria fund. AB 86 (Ch. 48, Statutes of 2013) repealed Education Code 38102, which had authorized the establishment of a cafeteria equipment reserve fund to be used for the purchase, lease, maintenance, or replacement of cafeteria equipment.~~

The cafeteria fund shall be used only for those expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, **2 CFR Part 200 Appendix VII 2 CFR 225**, and the California School Accounting Manual. **(Education Code 38091, 38101; 2 CFR 225)**

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Note: The following **optional** paragraph may be revised to reflect district practice. **2 CFR 225 2 CFR Part 200 Appendix VII** and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Indirect costs are those that are incurred for the benefit of multiple programs or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Note: Pursuant to **2 CFR 210.2 and 210.14 7 CFR 210.7 and 220.14**, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. The spending plan developed by the district under such circumstances must be approved by the CDE.

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR **210.14 220.14**)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)**U.S. Department of Agriculture Foods**

Note: The following **optional** section is for use by districts that participate in the National School Lunch Program and receive foods from the USDA pursuant to 42 USC 1755 and 7 CFR 250.1-250.70. The CDE is responsible for ordering and distributing USDA foods for use in California schools. Pursuant to 42 USC 1758, the USDA must ensure that foods offered through this program reflect the most recent Dietary Guidelines for Americans.

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA **donated** foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR **250.60-250.59**)

Contracts with Outside Services

Note: The following **optional** section is for use by districts that contract for food service management services pursuant to Education Code 49554, 42 USC 1758, or 7 CFR 210.16 or consulting services pursuant to Education Code 45103.5, and should be modified to reflect the type(s) of contracts in the district; see the accompanying Board policy.

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

(3/11 12/13) 5/17

CSBA Sample Administrative Regulation

Business and Noninstructional Operations

AR 3580(a)

DISTRICT RECORDS

Note: The following **optional** administrative regulation reflects classification and retention requirements for district records. For more information about personnel records, including the contents and retention of such records pursuant to 5 CCR 16023, see AR 4112.6/4212.6/4312.6 - Personnel Files. For additional requirements pertaining to student records, including the contents and retention of such records pursuant to Education Code 49069, 5 CCR 430-433, and the Family Educational Rights and Privacy Act (20 USC 1232g and 34 CFR 99.1-99.8), see BP/AR 5125 - Student Records. For requirements pertaining to public access to certain records in accordance with the California Public Records Act (**CPRA**) (Government Code **6251-6250-6270**), see BP/AR 1340 - Access to District Records **and BB 9012 - Board Member Electronic Communications**.

Classification of Records

Note: Pursuant to 5 CCR 16020, only those documents that are prepared or retained as part of the discharge of official duty are considered as "records" that must be classified and retained. In addition, under the **Public Records Act CPRA** (Government Code **6252 6250-6270**), a "public record" is defined as any writing relating to the conduct of district business that is prepared, owned, used, or retained by the district; see BP/AR 1340 - Access to District Records. Documents and other writings that are not prepared or used by the district in the conduct of district business are generally not considered to be "records" and thus are not subject to the requirements of this regulation.

Records means all records, maps, books, papers, and documents of a school district required by law to be prepared or retained as necessary or convenient to the discharge of official duty. (5 CCR 16020)

(cf. 1340 - Access to District Records)

Before January 1, the Superintendent or designee shall review the prior year's records and shall classify them as either a Class 1 (Permanent), Class 2 (Optional), or Class 3 (Disposable) record. (5 CCR 16022)

Records of continuing nature (active and useful for administrative, legal, fiscal, or other purposes over a period of years) shall not be classified until such usefulness has ceased. (5 CCR 16022)

An inventory of equipment shall be a continuing record and shall not be classified until the inventory is superseded or until the equipment is removed from district ownership. (5 CCR 16022)

(cf. 3440 - Inventories)

A student's cumulative record is a continuing record until the student ceases to be enrolled in the district. (5 CCR 16022)

DISTRICT RECORDS (continued)

(cf. 5125 - Student Records)

When an electronic or photographed copy of a Class 1 (Permanent) record has been made, the copy may be classified as Class 1 (Permanent) and the original classified as either Class 2 (Optional) or Class 3 (Disposable). However, no original record that is basic to any required audit may be destroyed prior to the second July 1st succeeding the completion of the audit. (Education Code 35254)

Class 1 - Permanent Records

The original of each of the following records, or one exact copy of it when the original is required by law to be filed with another agency, is a Class 1 (Permanent) record and shall be retained indefinitely unless microfilmed in accordance with 5 CCR 16022: (5 CCR 16023)

1. Annual Reports
 - a. Official budget
 - b. Financial reports of all funds, including cafeteria and student body funds
 - c. Audit of all funds
 - d. Average daily attendance, including Period 1 and Period 2 reports
 - e. Other major annual reports, including:
 - (1) Those containing information relating to property, activities, financial condition, or transactions
 - (2) Those declared by Governing Board minutes to be permanent

(cf. 3100 - Budget)

(cf. 3452 - Student Activity Funds)

(cf. 3460 - Financial Reports and Accountability)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

2. Official Actions
 - a. Minutes of the Board or Board committees, including the text of rules, regulations, policies, or resolutions included by reference only
 - b. The call for and the result of any elections called, conducted, or canvassed by the Board

DISTRICT RECORDS (continued)

- c. Records transmitted by another agency pertaining to its action with respect to district reorganization

(cf. 7214 - General Obligation Bonds)
(cf. 9324 - Minutes and Recordings)

3. Personnel Records

Class 1 (Permanent) records include all detailed records relating to employment; assignment; amounts and dates of service rendered; termination or dismissal of an employee in any position; sick leave record; rate of compensation, salaries, or wages paid; and deductions or withholdings made and the person or agency to whom such amounts were paid. In lieu of the detailed records, a complete proven summary payroll record for each employee containing the same data may be classified as a Class 1 (Permanent) record and the detailed records may then be classified as Class 3 (Disposable) records.

Information of a derogatory nature as defined in Education Code 44031 shall be retained as a Class 1 (Permanent) record only when the time for filing a grievance has passed or the document has been sustained by the grievance process.

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

4. Student Records

The records of enrollment and scholarship for each student required by 5 CCR 432 and all records pertaining to any accident or injury involving a minor for which a claim for damages had been filed as required by law shall be classified as Class 1 (Permanent) records. These include any related policy of liability insurance, except that these records cease to be Class 1 (Permanent) records one year after the claim has been settled or the statute of limitations has expired.

(cf. 5111.1 - District Residency)
(cf. 5141 - Health Care and Emergencies)
(cf. 5143 - Insurance)

5. Property Records

Class 1 (Permanent) records include all detailed records relating to land, buildings, and equipment. In lieu of detailed records, a complete property ledger may be classified as a Class 1 (Permanent) record. The detailed records may then be classified as Class 3 (Disposable) records if the property ledger includes all fixed

DISTRICT RECORDS (continued)

assets; an equipment inventory; and, for each piece of property, the date of acquisition, name of previous owner, a legal description, the amount paid, and comparable data if the unit is disposed of.

(cf. 3280 - Sale or Lease of District-Owned Real Property)

Class 2 - Optional Records

Any records considered temporarily worth keeping, but which **is are** not a Class 1 records, may be classified as a Class 2 (Optional) records and shall be retained until **it is** reclassified as a Class 3 (Disposable) records. If, by agreement of the Board and Superintendent or designee, classification of the prior year records has not been made before January 1 as specified in 5 CCR 16022, all records of the prior year may be classified as Class 2 (Optional) records pending further review and classification within one year. (5 CCR 16024)

Class 3 - Disposable Records

All records not classified as Class 1 (Permanent) or as Class 2 (Optional) records shall be classified as Class 3 (Disposable) records. These include, but are not limited to, detailed records basic to audit, including those relating to attendance, average daily attendance, or business or financial transactions; detailed records used in preparing another report; teachers' registers if all information required by 5 CCR 432 is retained in other records or if the General Records pages are removed from the register and classified as Class 1 (Permanent) records; and periodic reports, including daily, weekly, and monthly reports, bulletins, and instructions. (5 CCR 16025)

All Class 3 (Disposable) records shall be destroyed during the third school year after the school year in which the records originated. In addition, Class 3 (Disposable) records shall not be destroyed until after the third school year following the completion of any legally required audit or the retention period required by any agency other than the State of California, whichever is later. A continuing record shall not be destroyed until the fourth year after it has been classified as a Class 3 (Disposable) record. (5 CCR 16026, 16027)

(cf. 5113.2 - Work Permits)

Electronically Stored Information

Note: ~~With the extensive use of electronic messaging, communications, and devices, such as email, text message, and voicemail, in~~ the conduct of official district business, many records and informational materials are generated and maintained in electronic format, making it necessary for districts to design a system for easily saving and retrieving such information when needed. The following **optional** section contains suggestions for the handling of such electronically stored information and may be revised to reflect district practice.

DISTRICT RECORDS (continued)

In City of San Jose v. Superior Court, the California Supreme Court held that a public official's or employee's electronic communications regarding public business, even if transmitted on the official's or employee's personal account or device, are public records and are not categorically excluded from disclosure upon request under the CPRA. The court noted that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinary or intrusive. The following paragraph reflects the court's suggestion for ensuring that district-related communications transmitted through a public employee's or official's personal device or account can be retrieved without violating the employee's or official's privacy rights. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications.

~~All district related electronically stored information generated or received by a district employee shall be saved to an electronic file on the district's computer and retained for at least 180 days, or shall be printed by the employee and physically filed in a way that it can be easily retrieved when needed.~~ **All electronically stored information related to the conduct of district business, including information created, saved, sent, or received on a district employee's or Board member's personal account or device, shall be saved as an electronic file to a district-provided account or device and retained in accordance with the section "Classification of Records" above. Such information includes, but is not limited to, email, text messages, instant messages, computer files, and other electronic communications related to district business. In addition, when appropriate, the information may be printed and physically filed in a way that allows it to be easily retrieved when needed.**

(cf. 9012 - Board Member Electronic Communications)

~~However, any district related electronically stored information that qualifies as a record, as defined above, shall be classified and retained as specified in the section "Classification of Records" above.~~

~~District related electronically stored information includes, but is not limited to, any email, voicemail, text message, word processing document, spreadsheet, or text document related to district business or generated in the course of an employee's official duty.~~

Note: The following **optional** paragraph may be revised to reflect district practice. Districts have the authority to monitor the use of district-owned property and equipment, including those provided to employees to enable them to perform their duties efficiently, such as computers, cell phones, and other electronic communication devices. In such situations, an employee's expectation of privacy as it relates to the equipment is limited and the district may monitor it for appropriate use.

Employees shall be required to regularly purge their email accounts and district-issued computers, cell phones, and other communication devices of personal electronically stored information and other information unrelated to district business. The Superintendent or designee may check for appropriate use of any district-owned equipment at any time.

(cf. 4040 - Employee Use of Technology)

DISTRICT RECORDS (continued)

Any **employee person** to whom a district-owned computer, cell phone, or other electronic communication device is provided shall be notified about the district's electronic information management system and, as necessary, provided training on **the effectively using use of** the device.

(cf. 4131—Staff Development)

(cf. 4231—Staff Development)

(cf. 4331—Staff Development)

(11/09 **4/13**) 5/17

CSBA Sample Board Policy

All Personnel

BP 4127(a)

4227

TEMPORARY ATHLETIC TEAM COACHES

4327

The Governing Board desires to employ highly qualified coaches for the district's sports and interscholastic athletic programs in order to enhance the knowledge, skills, motivation, and safety of student athletes.

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee may **employ hire** a certificated or noncertificated employee, other than a substitute employee, to supervise or instruct interscholastic athletic activities as a temporary employee in a limited assignment capacity. (5 CCR 5590)

(cf. 4121 - Temporary/Substitute Personnel)

Note: When hiring a temporary athletic team coach, Education Code 44919 requires districts to first make the position available to a credentialed teacher presently employed by the district. In CTA v. Rialto Unified School District, the California Supreme Court held that the law is intended to grant a current certificated employee a limited advantage in the hiring process over a noncertificated employee or a nonemployee, provided that the applicant applies for the position and meets qualification criteria established by the district.

When hiring a person to fill a position as a temporary athletic team coach, the position shall first be made available to qualified certificated teachers currently employed by the district. (Education Code 44919)

Note: 5 CCR 5596 specifies a code of ethical conduct for athletic coaches; see the accompanying administrative regulation. In addition, the California Interscholastic Federation (**CIF**) has adopted a set of principles to guide the conduct of coaches and other participants in interscholastic athletic competitions; see BP 6145.2 - Athletic Competition.

All coaches shall be subject to Board policies, administrative regulations, and California Interscholastic Federation bylaws and codes of ethical conduct.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.63 - Steroids)

(cf. 5141.1 - Child Abuse Prevention and Reporting)

Noncertificated coaches **shall** have no authority to **give assign** grades to students. (5 CCR 5591)

(cf. 5121 - Grades/Evaluation of Student Achievement)

TEMPORARY ATHLETIC TEAM COACHES (continued)

Qualifications and Training

Note: 5 CCR 5593 establishes the minimum qualifications for employees serving as temporary athletic team coaches; see the accompanying administrative regulation.

The Superintendent or designee shall establish qualification criteria for all athletic coaches in accordance with law and district standards. These criteria shall ensure that coaches possess an appropriate level of competence, knowledge, and skill.

Note: ~~Effective July 9, 2010, AB 346 (Ch. 52, Statutes of 2010) amended~~ Pursuant to Education Code 49024, ~~to require~~ any noncertificated employee or ~~any~~ volunteer who works with students in a district-sponsored student activity program, such as an interscholastic athletic program, **is required** to obtain an Activity Supervisor Clearance Certificate (ASCC) from the Commission on Teacher Credentialing, unless the district requires the candidate to clear a Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) criminal background check ~~prior to beginning the paid or volunteer duties~~. See BP/AR 1240 - Volunteer Assistance **and AR 4112.5/4212.5/4312.5 - Criminal Record Check**. This legislation was introduced in response to legislation passed in 2009 (AB 1025, Ch. 379, Statutes of 2009) which had required noncertificated personnel or volunteers who "supervise, direct, or coach the activity" to obtain an ASCC. Thus, the Governing Board may choose whether to **(1)** require a temporary athletic team coach to obtain the ASCC ~~(Option 1 below) and/or to obtain a DOJ/FBI criminal background check; (Option 2 below)~~. The Board may select either one of the options below, combine them to allow **(2)** permit an individual, **at his/her discretion**, to obtain either the ASCC or DOJ/FBI check ~~at the individual's discretion~~; or **(3)** ~~to~~ apply different requirements to different positions in the district (e.g., head coaches vs. assistant coaches; employees vs. volunteers). **The following paragraph should be modified to reflect district practice.**

In addition, ~~AB 346 amended~~ Education Code 45125.01 ~~to~~ allows multiple districts within a county or within contiguous counties to share criminal record information of noncertificated employees and volunteers working in a student activity program.; ~~see AR 4112.5/4212.5/4312.5 - Criminal Record Check.~~

OPTION 1: Any noncertificated employee or volunteer who works with students in a district-sponsored interscholastic athletic program shall, prior to beginning his/her duties, ~~possess~~ **submit to the Superintendent or designee either** an Activity Supervisor Clearance Certificate issued by the Commission on Teacher Credentialing **or a Department of Justice and Federal Bureau of Investigation criminal background clearance.** (Education Code 49024)

~~An individual who obtained both a Department of Justice and Federal Bureau of Investigation criminal background clearance through the district prior to July 9, 2010 shall have satisfied this requirement. (Education Code 49024)~~

TEMPORARY ATHLETIC TEAM COACHES (continued)

OPTION 2: ~~Any noncertificated employee or volunteer who works with students in a district sponsored interscholastic athletic program shall, prior to beginning his/her duties, obtain a Department of Justice and Federal Bureau of Investigation criminal background check through the district. (Education Code 49024)~~

~~An individual who possesses a current Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, issued prior to July 9, 2010, shall have satisfied district requirements for the criminal background check. (Education Code 49024)~~

(cf. 1240 - Volunteer Assistance)

(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)

Following the selection of a temporary athletic team coach, the Superintendent or designee shall certify to the Board, at the next regular Board meeting or within 30 days, whichever is sooner, that the coach meets the qualifications and competencies required by 5 CCR 5593. By April 1 of each year, the Board shall certify to the State Board of Education that the provisions of 5 CCR 5593 have been met. (5 CCR 5594)

Note: Education Code 49032 requires that all high school coaches complete a district or CIF-developed coaching education program that meets the guidelines of Education Code 35179.1 and includes training on the signs, symptoms, and appropriate response to concussions. Additionally, Education Code 33479.6, as added by AB 1639 (Ch. 792, Statutes of 2016), requires coaches, beginning July 1, 2017, to complete a training course related to the nature and warning signs of sudden cardiac arrest and to retake such a course every two years thereafter. See the accompanying administrative regulation.

In addition, the Superintendent or designee shall regularly report to the Board regarding the extent to which the district's coaches have completed the trainings required by law, including those required pursuant to Education Code 33479.6 and 49032, and by district policy.

Legal Reference: (see next page)

TEMPORARY ATHLETIC TEAM COACHES (continued)

Legal Reference:

EDUCATION CODE

35179-35179.7 Interscholastic athletics

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

44010 Sex offense

44011 Controlled substance offense

44332-44332.5 Temporary certificates

44424 Conviction of a crime

44808 Liability when students are not on school property

44916 Written statement indicating employment status

44919 Classification of temporary employees

45125.01 Interagency agreements for criminal record information

45347 Instructional aides subject to requirements for classified staff

45349 Use of volunteers to supervise or instruct students

49024 Activity Supervisor Clearance Certificate

49030-49034 Performance-enhancing substances

49406 Examination for tuberculosis

CODE OF REGULATIONS, TITLE 5

5531 Supervision of extracurricular activities

5590-5596 Duties of temporary athletic team coaches

COURT DECISIONS

Neily v. Manhattan Beach Unified School District, (2011) 192 Cal. App. 4th 187

Kavanaugh v. West Sonoma County Union High School District, (2003) 29 Cal. 4th 911

CTA v. Rialto Unified School District, (1997) 14 Cal. 4th 627 *San Jose Teachers Association, CTA,*

NEA v. Barozzi, (1991) 230 Cal.App.3d 1376

Management Resources:

CSBA PUBLICATIONS

Steroids and Students: What Boards Need to Know, Policy Brief, July 2005

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

California Interscholastic Federation Constitution and Bylaws

Pursuing Victory with Honor, 1999

COMMISSION ON TEACHER CREDENTIALING CODED CORRESPONDENCE

10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), July 20, 2010

WEB SITES

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

California Athletic Trainers' Association: <http://www.ca-at.org>

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

California Interscholastic Federation: <http://www.cifstate.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Athletic Trainers' Association: <http://www.nata.org>

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CSBA Sample Board Policy

Administrative and Supervisory Personnel

BP 4312.1(a)

CONTRACTS

Note: The following **optional** policy addresses employment contracts for individuals occupying certificated and classified administrative, supervisory, and management positions. For policy language regarding superintendent contracts, see BP 2121 - Superintendent's Contract.

The Governing Board recognizes the importance of **employing** qualified and competent individuals to **lead manage** district programs and to assist the Superintendent in coordinating efforts to achieve district goals and objectives. To that end, the Board may fill certificated administrative and supervisory positions and classified senior management positions on a contract basis.

(cf. 0000 - Vision)
(cf. 2121 - Superintendent's Contract)
(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 4313.2 - Demotion/Reassignment)
(cf. 4314 - Transfers)

Note: Education Code 35031 authorizes continuing contracts, as specified below, for any deputy, associate, or assistant superintendent in a position requiring certification qualifications. Pursuant to Education Code 35030, the title of deputy, associate, or assistant superintendent may be assigned to a business management position.

The Board may offer a continuing contract of up to four years to any deputy, associate, or assistant superintendent; any certificated employee holding a position requiring a supervision or administration credential; or any senior manager of the classified service. (Education Code 35031, 44929.20)

Prior to entering into any such contract, the Board and Superintendent shall consider the financial impact of the contract on the district. The proposed contract shall also be reviewed by legal counsel to ensure that all legally required provisions are included in the contract and to address any potentially adverse obligations **to for** the district.

(cf. 3460 - Financial Reports and Accountability)

Note: Pursuant to Government Code 54957, personnel matters related to the appointment or employment of any employee may appropriately be discussed in closed session **under the "personnel exception."** However, pursuant to Government Code 54956, as amended by AB 1344 (Ch. 692, Statutes of 2011), the Governing Board is prohibited from calling a special meeting on the salary or other compensation of the Superintendent and other management employee. See BB 9320 - Meetings and Notices and BB 9321 - Closed Session Purposes and Agendas. However, Government Code 54957 prohibits the use of closed session for discussion or action on any proposed change in compensation other than a reduction that

CONTRACTS (continued)

results from the imposition of discipline. In San Diego Union v. City Council, a California Court of Appeal held that the "personnel exception" provided in Government Code 54957 does not extend to discussions of salary and compensation.

Notwithstanding Government Code 54957, the Governing Board is authorized pursuant to Government Code 54957.6, the "labor exception," to hold closed sessions with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees. The Attorney General has opined in 57 Ops.Cal.Atty.Gen. 209 (1974) that a board may only meet in closed session under the labor exception with a designated representative who is involved with the "bona fide" negotiations with represented and/or unrepresented employees. The Attorney General's publication The Brown Act: Open Meetings for Local Legislative Bodies, also states that the "labor exception" applies to meeting in closed session to instruct its representatives concerning negotiations with prospective employees. Boards wishing to discuss salary of administrative personnel in closed session under the "labor exception" are encouraged to consult legal counsel before doing so.

In addition, pursuant to Government Code 54956, the Board is prohibited from deliberating on the salary or other compensation of an employee at a special meeting. See BB 9320 - Meetings and Notices and BB 9321 - Closed Session Purposes and Agendas.

The following paragraph should be revised to reflect district practice.

The Board ~~shall~~ **may** deliberate in the closed session of a regular meeting about the terms of an employment contract for a deputy, associate, or assistant superintendent; other certificated employee holding a position requiring a supervision or administration credential; or a senior manager of the classified service. **Discussions regarding salary, salary schedule, or other compensation may occur in the closed session of a regular meeting only between the Board and its designated representative(s), as permitted under Government Code 54957.6 (the "labor exception") for the purpose of reviewing the Board's position and/or instructing the designated representative(s) prior to or during bona fide negotiations with the employee. Such deliberations shall not be held during a special meeting.** (Government Code **54956, 54957, 54957.6**)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Note: Pursuant to Government Code 54953, as amended by SB 1436 (Ch. 175, Statutes of 2016), the Board must orally report, in an open session, a summary of the recommendation for final action on the salary and/or benefits of a "local agency executive," as defined in Government Code 3511.1, including a deputy, associate, or assistant superintendent; a department head; and any other person whose position within the district is established through an employment contract with the district. Thus, Government Code 54953 limits the Board's ability to approve changes to salary or benefits as part of a consent calendar and instead requires such approval to be a separate agenda item. For identical requirements regarding final action on the salary or benefits of the Superintendent, see BP 2121 - Superintendent's Contract.

CONTRACTS (continued)

~~Any such employment contract shall be ratified by the Board.~~ **The Board shall take final action on an employment contract** during an open session of a regularly scheduled Board meeting, **and that action shall be and** reflected in the Board's minutes. **At that meeting, prior to taking action, the Board shall orally report a summary of the recommendation for the final action on salary or compensation in the form of fringe benefits.** (Government Code **3511.1**, 53262, **54953**)

Copies of ~~the any~~ **contracts and other public records created or received in the process of developing the recommendation related to the salary, benefits, and other compensation** shall be available to the public upon request. (Government Code 53262, **54953**)

(cf. 1340 - Access to District Records)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9324 - Minutes and Recordings)

Extension of Contract/ ~~and~~ Reemployment

Note: The following **optional** paragraph provides that any contract extension be based on Board action rather than automatic "rollover" or "evergreen" provisions. Government Code 3511.2, ~~as added by AB 1344 (Ch. 692, Statutes of 2011)~~, prohibits the automatic renewal of a contract with a provision for automatic increase that exceeds the cost-of-living adjustment.

A contract shall be extended only by Board action and subsequent to a satisfactory evaluation of the employee's performance. No employment contract shall include a provision for automatic renewal of the contract.

(cf. 4315 - Evaluation/Supervision)

During the term of the contract and with the consent of the employee involved, the Board may reelect or reemploy the employee starting on the next succeeding first day of July and based on terms and conditions mutually agreed upon by the Board and the employee. (Education Code 35031)

If the Board decides not to reelect or reemploy a deputy, associate, or assistant superintendent or a senior manager of the classified service upon the expiration of his/her term, it shall notify the employee in writing 45 **calendar** days prior to the expiration of the term of the contract. (Education Code 35031)

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

Termination of Contract

The Board may terminate an employment contract prior to its expiration date in accordance with the conditions and process specified in the contract.

CONTRACTS (continued)

Note: Pursuant to Government Code 53260-53264, employment contracts must include a provision limiting the maximum cash settlement the employee may receive upon termination of the contract to an amount equal to his/her monthly salary multiplied by the number of months left on the unexpired term of the contract. If the unexpired term is greater than 18 months, this maximum is equal to the monthly salary times 18. Cash settlements may be less than these caps. The cash settlement may not include any noncash items other than health benefits, which may be continued for the unexpired term up to 18 months or until the employee finds other employment, whichever occurs first. The district must make copies of termination agreements available to the public upon request. For language reflecting these requirements, see AR 4117.5/4217.5/4317.5 - Termination Agreements.

Every employment contract shall include a provision specifying the legal maximum cash settlement that the employee may receive in the event that the contract is terminated Board finds it necessary to terminate the contract prior to its expiration date. (Government Code 3511.2, 53260)

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

Note: Pursuant to Government Code 53243-53243.4, as added by AB 1344 (Ch. 692, Statutes of 2011), effective January 1, 2012, any management employee contract to be executed or renewed by the Board must contain a provision requiring the employee to fully reimburse the district in circumstances specified below.

In addition, all employment contracts shall include a provision that, if the employee is convicted of a crime involving an abuse of his/her office or position, he/she shall fully reimburse the district for payments he/she receives as paid leave salary pending investigation or as cash settlement upon his/her termination and for any funds expended by the district in his/her criminal legal defense. (Government Code 53243-53243.4, 53260)

Legal Reference: (see next page)

CONTRACTS (continued)

Legal Reference:

EDUCATION CODE

35030 *Title of deputy, associate or assistant superintendent for certain positions*

35031 *Term of employment*

44842 *Automatic declining of employment*

44843 *Notice of employment to county superintendent*

44929.20 *Continuing contract*

44951 *Continuation in position unless notified*

GOVERNMENT CODE

3511.1-3511.2 *Local agency executives*

53260-53264 *Employment contracts*

54953 *Oral summary of recommended salary and benefits of district executive*

54954 *Time and place of regular meetings*

54956 *Brown Act - Open meeting laws; special meetings*

54957 *Closed session, personnel matters*

ATTORNEY GENERAL OPINIONS

57 *Ops. Cal. Atty. Gen. 209 (1974)*

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: The Board's Relationship to District Staff, 2007

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Local Legislative Bodies, 2003

WEB SITES

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

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

California Office of the Attorney General: <https://oag.ca.gov>

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CSBA Sample Administrative Regulation

Students

AR 5145.3(a)

NONDISCRIMINATION/HARASSMENT

Note: The following **mandated** administrative regulation provides measures that may be implemented by a district to comply with state and federal laws and regulations prohibiting, at school or in school-sponsored or school-related activities, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student based on his/her actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression, or any other legally protected category or association with a person or group with one or more of these actual or perceived characteristics. Federal and state law also prohibit retaliation against those who engage in activity to protect civil rights.

5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying. In addition, 34 CFR 106.8 and other federal regulations **mandate** districts that receive federal financial assistance to adopt procedures for the "prompt and equitable" resolution of student and employee discrimination complaints, including the designation of one or more responsible employees to ensure district compliance with federal laws and regulations governing the district's educational programs.

During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. The U.S. Department of Education's **USDOE** Office for Civil Rights (OCR) is the agency responsible for the administrative enforcement of federal antidiscrimination laws and regulations in programs and activities that receive federal financial assistance from the department. In reviewing a district's discrimination policies and procedures, OCR will examine whether the district has identified the employee(s) responsible for coordinating compliance with federal civil rights laws, including the investigation of complaints.

The following paragraphs identify the employee(s) designated to coordinate the district's efforts to comply with state and federal civil rights laws (e.g. Title IX and Section 504 coordinators), including the investigation and resolution of discrimination complaints under AR 1312.3 - Uniform Complaint Procedures. Note also that a district may designate more than one employee to coordinate compliance and/or receive and investigate complaints, although each employee designated as a coordinator/compliance officer must be properly trained.

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status,

NONDISCRIMINATION/HARASSMENT (continued)

pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

(title or position)

(address)

(telephone number)

(email)

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code 234.1, CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms. **In addition,** federal regulations enforced by OCR require the district to notify students, parents/guardians, and employees of its policies prohibiting discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25) and of related complaint procedures. **In its April 2015 Dear Colleague Letter: Title IX Coordinators, OCR recommends that districts publicize their nondiscrimination notices and the full contact information for their compliance officer(s) by posting them at prominent locations on school web sites and making them available through social media.**

Item #1 below may be revised to specify the means by which the district publicizes its nondiscrimination policies and complaint procedures.

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, **by** posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

Note: Education Code 221.61, as added by SB 1375 (Ch. 655, Statutes of 2016), requires districts and public schools to post on their web sites information related to Title IX (20 USC 1681-1688). A

NONDISCRIMINATION/HARASSMENT (continued)

comprehensive list of rights based on the federal regulations implementing Title IX can be found in Education Code 221.8. A district that does not maintain a web site may comply by posting the information below on the web site of its county office of education. A school without a web site may comply by posting the information on the web site of the district or county office of education.

2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)
 - a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

- 2.3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

NONDISCRIMINATION/HARASSMENT (continued)

Note: In its October 2010 Dear Colleague Letter: Harassment and Bullying, OCR identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. See also CSBA's policy brief Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students. Item #3-4 below may be modified to reflect district practice.

- 3-4.** Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

- 4-5.** The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

NONDISCRIMINATION/HARASSMENT (continued)

- 5.6.** Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: Item #6-7 below is required pursuant to Education Code 234.1 and recommended as a best practice by OCR.

- 6-7.** At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

Note: Item #7-8 below may be revised to reflect district practice. In some situations, the district may need to provide assistance to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.

- 7.8.** At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

NONDISCRIMINATION/HARASSMENT (continued)

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

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

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Note: Education Code 234.1 requires that districts adopt a process for receiving and investigating complaints of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying. Such a process, which is required to be consistent with the uniform complaint procedures specified in 5 CCR 4600-4687, must include (1) a requirement that school personnel who witness an act take immediate steps to intervene when safe to do so, (2) a timeline for investigating and resolving complaints, (3) an appeal process, and (4) translation of forms when required by Education Code 48985. In addition, federal regulations require districts to adopt procedures providing for the prompt and equitable resolution of complaints of discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25). OCR guidance on federal civil rights requirements notes that districts may have a responsibility to respond to notice of discrimination whether or not a formal complaint is filed. In addition, in its April 2011 Dear Colleague Letter: Sexual Violence, OCR cautions that districts may have an obligation to respond to notice of sexual harassment of students which occurs off school grounds or outside school-sponsored or school-related programs or activities, since the sexual harassment may still create a hostile environment at school. This principle would also apply to harassment on other bases, such as race, gender, or disability.

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

NONDISCRIMINATION/HARASSMENT (continued)

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

Note: Though a formal complaint must be in writing pursuant to 5 CCR 4600, the district's obligation to provide a safe school environment for its students overrides the need to comply with formalities. Thus, once the district receives notice of an incident, whether verbally or in writing, it is good practice to begin the investigation of the report and to take steps to stop any prohibited conduct and address any effect on students. The following paragraph reflects such practice and is consistent with OCR recommendation.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Note: The following section may be modified to reflect district practice. Pursuant to Education Code 221.5, a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on his/her educational records. The following guidelines are designed to implement Education Code 221.5, other existing state and federal laws that prohibit discrimination, and regulatory agency guidance such as the May 2016 Dear Colleague Letter: Transgender Students jointly issued by the Civil Rights Division of the U.S. Department of Justice (DOJ) and OCR. According to the jointly issued Dear Colleague Letter, a school's Title IX obligation to ensure nondiscrimination on the basis of sex requires it to provide transgender students equal access to educational programs and activities, even in circumstances in which other students,

NONDISCRIMINATION/HARASSMENT (continued)

parents/guardians, or community members raise objections or concerns. Because Education Code 221.5 affords transgender students these rights, districts in California are not impacted by the February 22, 2017 action of the USDOE and U.S. Department of Justice to rescind earlier federal guidance which had indicated that, under Title IX, students must be allowed to use sex-segregated facilities in accordance with their gender identity. In implementing state law, districts may review recommended practices in Examples of Policies and Emerging Practices for Supporting Transgender Students. In addition, in May 2016, the U.S. Department of Education's USDOE's Office of Elementary and Secondary Education's published Examples of Policies and Emerging Practices for Supporting Transgender Students, as a resource to complement the jointly issued Dear Colleague Letter. Though OCR's enforcement of the May 2016 Dear Colleague Letter has been enjoined by a federal court, many of the recommended practices have already been adopted by California school districts to reflect state law protecting the rights of transgender students. The guidelines address certain issues and circumstances that may arise in relation to the needs of transgender and gender-nonconforming students, and are by no means exhaustive. Consequently, each instance or situation should be addressed based on its particular circumstances to ensure that the safety, privacy, and other concerns of all students involved are appropriately addressed. For more information on the rights of transgender students, see CSBA's policy brief Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students and its Final Guidance Regarding Transgender Students, Privacy, and Facilities Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination.

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of **the** types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity

NONDISCRIMINATION/HARASSMENT (continued)

2. Disciplining or disparaging a student or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

Note: Timelines included in items #1-2 below may be modified to reflect district practice.

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential.

NONDISCRIMINATION/HARASSMENT (continued)

When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this **procedure-administrative regulation**, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Note: In the May 2016 Dear Colleague Letter, DOJ and OCR noted that there is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a

NONDISCRIMINATION/HARASSMENT (continued)

support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

Note: 5 CCR 432 requires the legal name, sex, date of birth, etc., of a student to be maintained as part of the student's "mandatory permanent student records" but does not prohibit keeping of other records, such as a student's preferred name, as part of the student's "permitted student records."

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

NONDISCRIMINATION/HARASSMENT (continued)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns **shall will, in general,** not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

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CSBA Sample Board Policy

Instruction

BP 6142.93(a)

SCIENCE INSTRUCTION

Note: The following optional policy may be revised to reflect district practice and the grade levels served by the district.

Education Code 51210 and 51220 require that science instruction, including biological and physical aspects of science, be included in the course of study offered in grades 1-12. For grades 1-6, the course of study must include an emphasis on experimental inquiry and the place of humans in ecological systems. In grades 7-12, the course of study must include an emphasis on basic concepts, theories, and processes of scientific investigation; the place of humans in ecological systems; and appropriate applications of the interrelation and interdependence of the sciences. See AR 6143 - Courses of Study.

In addition, Education Code 51225.3 requires completion of two courses in science, including biological and physical sciences, to meet high school graduation requirements. See BP 6146.1 - High School Graduation Requirements.

Many districts integrate science, technology, engineering, and mathematics instruction (STEM), and sometimes art instruction (STEAM), to teach processes and concepts applied to real-world contexts. Further information about this interdisciplinary approach is available on the web sites of the California Department of Education (CDE) and U.S. Department of Education.

The Governing Board believes that science education should focus on giving students an understanding of the biological and physical aspects of science, of key scientific concepts, and a capacity for methods of scientific inquiry and investigation ways of thinking. Students should become familiar with the natural world and the interrelationship of science, mathematics, and technology, and engineering. As part of their science instruction, students should learn how to apply scientific knowledge and reasoning ways of thinking for individual and social purposes.

(cf. 0440 - District Technology Plan)

(cf. 5145.8 - Refusal to Harm or Destroy Animals)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

Philosophical and religious theories that are based, at least in part, on faith and are not subject to scientific test and refutation shall not be discussed during science instruction.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Note: The State Board of Education (SBE) adopted the California Next Generation Science Standards (CA-NGSS) in 2013 and the Science Framework for Public Schools in 2016. Under the CA-NGSS, the focus of instruction shifts from knowing science facts to knowing and applying science concepts. The SBE's NGSS Systems Implementation Plan for California requires the CA-NGSS to be fully implemented, including updated instructional materials and science assessments, by the 2018-19 school year.

SCIENCE INSTRUCTION (continued)

The district's academic standards for science instruction shall meet or exceed the California Next Generation Science Standards (CA-NGSS). The Superintendent or designee shall ensure that curricula used in district schools are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Note: The following optional paragraph may be revised to reflect district practice. Education Code 52060 requires that the district's local control and accountability plan include goals related to, among other things, student achievement (including student enrollment in a broad course of study) and the implementation of SBE-adopted academic content and performance standards.

The Superintendent or designee shall ensure that students have access to and are enrolled in a broad course of study including science courses.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall provide certificated staff with opportunities to participate in professional development activities designed to enhance their knowledge of district-adopted academic standards, instructional strategies for teaching science, and changes in scientific theories.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

Note: The following paragraphs are consistent with the State Board of Education's 1989 policy statement on the teaching of natural sciences.

As a matter of principle, science teachers are professionally bound to limit their teaching to content that meets the criteria of scientific fact, hypothesis and theory as these terms are used in natural sciences. A scientific fact is an understanding based on confirmable observations and is subject to test and rejection. A scientific hypothesis is an attempt to frame a question as a testable proposition. A scientific theory organizes and explains a range of natural phenomena on the basis of facts and hypotheses. Scientific theories are constantly subject to testing, modification and refutation as new evidence and new ideas emerge.

Philosophical and religious theories are based, at least in part, on faith and are not subject to scientific test and refutation. Such beliefs shall not be discussed in science classes, but may be addressed in the social science and language arts curricula.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.91 - Reading/Language Arts Instruction)

SCIENCE INSTRUCTION (continued)

Note: The following paragraph is for use by districts that offer science laboratory classes and may be modified to reflect district practice. For further information about safety practices in school science laboratories, see the CDE's comprehensive Science Safety Handbook for California Public Schools.

Pursuant to 8 CCR 5191, whenever a school laboratory uses hazardous chemicals, it is required to have a written chemical hygiene plan to protect employees. See BP/AR 3514.1 - Hazardous Substances. In addition, Education Code 49340-49341 encourage educational efforts to increase student and staff awareness dealing with hazardous materials in school laboratories in order to minimize injuries, loss of property, and classroom disruptions.

The Superintendent or designee shall develop and implement appropriate safety measures for science laboratory classes, including, but not limited to, staff and student safety training, use of eye safety devices, hearing protection, first aid procedures, regular equipment maintenance, safe use of heat sources, safe use and disposal of hazardous chemicals, proper ventilation, prevention of exposure to bloodborne pathogens from sharp instruments, fire prevention and control, an emergency response plan, and evacuation procedures. Parents/guardians shall be informed of the types of science laboratory activities that will be conducted and encouraged to sign consent forms for their child's participation.

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4157/4257/4357- Employee Safety)

(cf. 5142 - Safety)

Note: The following optional paragraph should be revised to reflect measures that will be used to evaluate program effectiveness as agreed upon by the Board and Superintendent or designee.

Pursuant to Education Code 60640, the California Assessment of Student Performance and Progress includes administration of science assessments at grades 5, 8, and 10. The California Standards Tests are to be used for this purpose until a science assessment that is aligned with the CA-NGSS is adopted. Students with disabilities who are unable to participate in the science assessments, even with allowable testing variations and resources, must be administered either the California Modified Assessment or California Alternate Performance Assessment in accordance with their individualized education program. See AR 6162.51 - State Academic Achievement Tests.

The Superintendent or designee shall regularly report to the Board regarding the implementation and effectiveness of the science curriculum at each grade level. At a minimum, each report shall address the extent to which the program is aligned with the CA-NGSS, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference: (see next page)

SCIENCE INSTRUCTION (continued)*Legal Reference:*EDUCATION CODE**8774 Residential outdoor science program****32030-32034 Eye safety****32255-32255.6 Student's right to refrain from harmful or destructive use of animals****33475-33475.5 Model curriculum on stem cell science****49340-49341 Hazardous substances education****51210 Areas of study, grades 1 through 6****51210.3 Elementary science coach****51220 Areas of study, grades 7 through 12****51225.3 High school graduation****52060-52077 Local control and accountability plan****60640-60649 California Assessment of Student Performance and Progress**CODE OF REGULATION, TITLE 5**14030 Science laboratories, design specifications**CODE OF REGULATIONS, TITLE 8**5191 Occupational exposure to hazardous chemicals in laboratories; chemical hygiene plan***Management Resources:*CSBA PUBLICATIONS**Supporting Implementation of the California Next Generation Science Standards (CA-NGSS), Governance Brief, November 2016**CDE CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**Science Framework for California Public Schools: Kindergarten Through Grade Twelve, 1990 2016****Next Generation Science Standards Systems Implementation Plan for California, 2014****California Next Generation Science Standards, 2013****Science Safety Handbook for California Public Schools, 2012**SBE POLICIES**Policy Statement on the Teaching of Natural Sciences, January 13, 1989**WEB SITES**CSBA: <http://www.csba.org>****California Alliance for Next Generation Science Standards: <http://cdefoundation.org/stem/ca4ngss>****California Department of Education: <http://www.cde.ca.gov>****California Science Teachers Association: <http://www.cascience.org>****U.S. Department of Education, STEM Education: <http://www.ed.gov/stem>**

CSBA Sample Board Policy

Instruction

BP 6145(a)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES

Note: Pursuant to Education Code 35160.5, districts maintaining grades 7-12 are mandated to adopt policy establishing eligibility requirements for student participation in extracurricular activities. See section on "Eligibility Requirements" below.

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 5148.2 - Before/After School Programs)

Note: Pursuant to various provisions of state and federal law (e.g., Education Code 220; Government Code 11135; 20 USC 1681-1688; 42 USC 2000d-2000d-7 and 12101-12213; 29 USC 794), discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. See BP 0410 - Nondiscrimination in District Programs and Activities.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. ~~Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity.~~ (5 CCR 4925)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

Note: The courts have interpreted California's constitutional "free school" guarantee, as specified in Article 9, Section 5, to extend to all activities which constitute an integral part of a student's education, including extracurricular activities. Pursuant to 5 CCR 350, constitutionally permissible fees may be charged only when specifically authorized by law, and any other fees charged for "educational activities" would be unconstitutional. However, the line between "educational activities" (no fees) and "recreational activities" (fees permissible) is not always clear. In *Hartzell v. Connell*, the California Supreme Court held that "educational activities" include extracurricular activities, drama productions, vocal music groups, instrumental groups, and cheerleading. Examples of "recreational activities" include attendance at weekend dances or athletic events. It is important to note that the Court in *Hartzell* determined that a district policy allowing for waivers of the fee based on financial need or inability to pay does not render the fee constitutional. Pursuant to Education Code 49011, a district is prohibited from requiring students to pay a fee, deposit, or other charge in order to participate in an educational activity. As defined by Education Code 49010, "educational activity" includes curricular and extracurricular activities. A district is also required to provide the supplies, materials, and equipment needed by students to participate in educational activities. Education Code 49011 clarifies that an otherwise impermissible fee would not be made permissible by the provision of a waiver for some students. For further information, see BP/AR 3260 - Fees and Charges and CSBA's advisory *Student Fees Litigation Update*. Districts are advised to seek legal counsel before charging fees for any activity which may be construed as related to the educational program.

Unless specifically authorized by law, no fee shall be charged to students student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities related to the educational program, including and materials or equipment related to the activity such activities. (Education Code 49010, 49011)

(cf. 3260 - Fees and Charges)

(cf. 3452 - Student Activity Funds)

Eligibility Requirements

Note: If the district maintains any of grades 7-12, Education Code 35160.5 mandates the Governing Board to adopt policy establishing eligibility requirements for student participation in extracurricular and cocurricular activities in grades 7-12. Pursuant to Education Code 35160.5, students must demonstrate "satisfactory educational progress," as provided in items #1-2 below, but districts may adopt stricter academic eligibility criteria provided such action is taken at a public meeting in accordance with Education Code 35145. Districts that have adopted stricter criteria should modify the following paragraph list accordingly.

For interscholastic athletic programs governed by the California Interscholastic Federation (CIF), student athletes are subject to additional eligibility criteria specified in CIF bylaws, including criteria related to age, grade, attendance, scholastic achievement, residence, transfers, and discipline. See BP 6145.2 - Athletic Competition.

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Note: Education Code 48850 specifies that **a homeless student, or a foster youth whose** ~~residence of a student in foster care~~ ~~when the~~ ~~residence of a student in foster care~~ changes pursuant to a court order or decision of a child welfare worker, ~~the student~~ shall be immediately deemed to meet all residency requirements for participation in extracurricular activities, **including, but not limited to, and** interscholastic sports. See **AR 6173 - Education for Homeless Children and** AR 6173.1 - Education for Foster Youth.

In addition, Education Code 49700-49701 establish a uniform means of assisting children of active duty military families transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate eligibility for extracurricular activities. See BP/AR 6173.2 - Education of Children of Military Families.

Any decision regarding the eligibility of **any homeless student, foster youth, child in foster care** or a child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

Note: The following paragraph is **optional**. Pursuant to Education Code 35181, the Board has authority to set expectations and/or rules for student attendance, academic performance, in-school behavior, and any other aspect of school life that it deems relevant to maintaining order in district schools.

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

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

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

Annual Policy Review

Note: Education Code 35160.5 requires annual review of this policy, as it relates to the participation of students in grades 7-12 in extracurricular and cocurricular activities. The following paragraph is optional for districts without any of grades 7-12.

The Board shall annually review this policy and implementing regulations. **(Education Code 35160.5)**

Legal Reference: (see next page)

EXTRACURRICULAR AND COCURRICULAR ACTIVITIES (continued)*Legal Reference:*EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of **homeless students and** foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49010-49013 Student fees

49024 Activity Supervisor Clearance Certificate

49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONSHartzell v. Connell, (1984) 35 Cal. 3d 899*Management Resources:*CSBA PUBLICATIONSStudent Fees Litigation Update, ELA Advisory, May 20, 2011CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSPupil Fees, Deposits, ~~or~~ and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011
12-02, April 24, 2013CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURECompact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009COMMISSION ON TEACHER CREDENTIALING **CODED CORRESPONDENCE PUBLICATIONS**10-11 Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), **Coded Correspondence 10-11**, July 20, 2010WEB SITESCSBA: <http://www.csba.org>California Association of Directors of Activities: <http://www.cadal.org>California Department of Education: <http://www.cde.ca.gov>**California Interscholastic Federation: <http://www.cifstate.org>**Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

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CSBA Sample Board Policy

Instruction

BP 6145.2(a)

ATHLETIC COMPETITION

Note: Pursuant to Education Code 35179, the Governing Board has control of and responsibility for all aspects of district interscholastic athletic policies, programs, and activities.

Pursuant to Education Code 51242, the Board may exempt any high school student engaged in a school-sponsored interscholastic athletic program after regular school hours from the requirement to attend physical education courses; see BP 6142.7 - Physical Education and Activity.

The Governing Board recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The **district's** athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 5030 - Student Wellness)

(cf. 5137 - Positive School Climate)

(cf. 6142.7 - Physical Education and Activity)

(cf. 7110 - Facilities Master Plan)

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

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

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

(cf. 1260 - Educational Foundation)

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

(cf. 1325 - Advertising and Promotion)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note: Pursuant to Education Code 35179, the Board is responsible for ensuring that district and interscholastic athletic policies, programs, and activities are in compliance with federal and state law. Gender equity and nondiscrimination in district and interscholastic athletic programs and activities are governed by both federal and state laws (Title IX, 20 USC 1681-1688; Education Code 200-262.4; 5 CCR 4900-4965).

ATHLETIC COMPETITION (continued)

See the accompanying administrative regulation for factors that the district must consider in determining whether equivalent opportunities are being provided.

In Mansourian v. Regents of University of California, the Ninth Circuit Court of Appeals ruled that a university receiving federal funds can be held liable for failing to effectively accommodate the athletic interests of both men and women even if the aggrieved women did not first provide the appropriate university officials with notice of their disadvantageous treatment and an opportunity to cure it. See the accompanying administrative regulation for factors the district must consider in determining whether equivalent opportunities are being provided.

Education Code 221.2-221.3 (the California Racial Mascot Act) declare the use of racially derogatory or discriminatory school or athletic team names, mascots, or nicknames in public schools to be contrary to an equal education and specifically prohibit public schools from using the term "Redskins" as a school or athletic team name, mascot, or nickname. The following paragraph includes an expansion of this prohibition to cover any racially derogatory or discriminatory athletic team name, mascot, or nickname and may be revised to reflect district practice. Also see BP 0410 - Nondiscrimination in District Programs and Activities.

The district's athletic program shall be free from discrimination and discriminatory practices prohibited by state and federal law, **including, but not limited to, the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname.** The Superintendent or designee shall ensure that equivalent athletic opportunities are provided for males and females, **and that students are permitted to participate in athletic activities consistent with their gender identity.**

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

California Interscholastic Federation

Note: The following **optional** section is for use by districts that maintain grades 9-12. Pursuant to Education Code 35179, the district may join an association, such as the California Interscholastic Federation (CIF), for the purpose of providing regional or statewide interscholastic athletic programs and activities **for district students.** Pursuant to Education Code 33353, CIF is responsible for **regulating secondary school athletic programs, including establishing rules for participation, under the general direction of school boards setting rules governing interscholastic athletic programs. Students who attend schools that participate in interscholastic sports are therefore subject to CIF regulations as well as applicable district rules.** SB 107 (Ch. 230, Statutes of 2011) amended Education Code 33353 to extend CIF operations until January 1, 2017.

~~The Board maintains membership~~ **Any district school that participates** in the California Interscholastic Federation (CIF) **and requires that interscholastic shall conduct its** athletic

ATHLETIC COMPETITION (continued)

activities ~~be conducted~~ in accordance with ~~Board policy, administrative regulations, and~~ CIF bylaws and rules **and any applicable district policy and regulation**. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

Note: Pursuant to CIF rules established in accordance with Education Code 33353, the Board is required to designate an individual from each school that participates in CIF sports to serve as a representative to the local CIF league. The name and contact information of these representatives must be annually reported to the CIF. The following paragraph may be revised to reflect district practice.

~~Upon recommendation of the Superintendent, t~~The Board shall annually designate ~~an employee from each high school to serve as~~ a representative to the local CIF league **from each school that participates in CIF sports**. Appointees shall represent the district in performing all duties required by the CIF league. ~~In making this selection, the Board shall consider the employee's~~ **The Superintendent or designee shall recommend a candidate for the position who demonstrates an** understanding of the district's goals for student learning and interscholastic ~~and extracurricular~~ activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and ~~individual~~ interpersonal communication and leadership skills.

The **designated representative(s) shall vote on issues that impact interscholastic athletics at the league and section levels, perform any other duties required by the CIF league, and** Superintendent or designee shall ensure that the district representatives ~~to CIF~~ report regularly to the Board on league, section, and statewide issues, ~~as well as activities and prospective actions~~ related to athletic programs.

(cf. 0500 - Accountability)

Student Eligibility

Note: The following section provides that student eligibility for participation in athletic programs shall be based on ~~applies~~ the same criteria ~~for student eligibility as~~ adopted by the Board for all other extracurricular or cocurricular activities (see BP/AR 6145 - Extracurricular and Cocurricular Activities), ~~including criteria related to academic eligibility and residency, to athletic programs~~ and may be revised to reflect district practice.

Education Code 48850 specifies that, ~~when the residence of a student in foster care~~ **a homeless student or a foster youth whose residence** changes pursuant to a court order or decision of a child welfare worker, ~~the student~~ shall be deemed to meet all residency requirements for participation in extracurricular activities and interscholastic sports; see **AR 6173 - Education for Homeless Children and** ~~BP/AR 6173.1 - Education for Foster Youth.~~

ATHLETIC COMPETITION (continued)

In addition, Education Code 49700-49701 establish a uniform means of assisting children of active duty military families transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians; see BP/AR 6173.2 - Education of Children of Military Families. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate eligibility for extracurricular activities of children of military personnel.

Eligibility requirements for **student** participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement ~~and residency~~, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

(cf. 3530 - Risk Management/Insurance)
(cf. 5111.1 - District Residency)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6146.1 - High School Graduation Requirements)
~~*(cf. 6162.52 - High School Exit Examination)*~~
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

Note: The following **optional** paragraph is for use by districts that participate in CIF. CIF bylaws specify eligibility criteria for participating student athletes, including criteria related to age, grade, attendance, scholastic achievement, residence, transfers, and discipline. In addition, in accordance with CIF bylaws, students in home schooling or home study/independent study programs are not eligible for CIF interscholastic competition unless they are enrolled in a program under the jurisdiction of a CIF member school district (i.e., a program in which the district approves the curriculum, administers the program, and evaluates the student).

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

Note: ~~The California Supreme Court in *Hartzell v. Connell* rendered the assessment of fees for extracurricular activities illegal. CSBA's advisory entitled "Student Fees Litigation Update" clarifies that districts must provide, free of charge, all the required supplies which are necessary to fulfill the district's educational program or extracurricular activity. Thus, the district Education Code 49010-49011 and the California Department of Education's (CDE) Fiscal Management Advisory 12-02, **Pupil Fees, Deposits, and Other Charges**, clarify that districts may not charge a fee for student participation in extracurricular activities, regardless of whether the activity is elective. Such prohibited fees the athletic program, including, but are not limited to, the cost of uniforms, locks, lockers, and equipment.~~

However, pursuant to Education Code 32220-32224, the district may charge a fee for **required medical and accident insurance for athletic team members that is not paid for with school district or student body funds, as long as costs for insurance are covered for those determined to be financially unable to pay; see the accompanying administrative regulation and AR 5143 - Insurance. The district may also charge a fee for** other students to attend athletic events as spectators since such attendance is not directly related to the educational program. Districts are advised to seek legal counsel before charging **a fee** for any activity which may be construed as related to the educational program.

ATHLETIC COMPETITION (continued)

Students shall not be charged a fee to participate in an athletic program, **including, but not limited to, a fee to cover the cost of uniforms, locks, lockers, or athletic equipment.**

(cf. 3260 - Fees and Charges)

(cf. 5143 - Insurance)

Sportsmanship

Note: CIF has adopted a set of principles entitled Pursuing Victory with Honor to **guide participants in interscholastic athletic competitions provide the tools for teaching character development to student athletes.** Districts that are not affiliated with CIF may delete or modify the following **optional** section to reflect district practice.

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship, and the Codes of **Ethics Conduct** adopted by CIF.

Students and staff **may shall** be subject to disciplinary action for improper conduct.

(cf. 3515.2 - Disruptions)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.4 - Student Disturbances)

(cf. 5144 - Discipline)

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

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

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Note: CIF requires students in grades 9-12 to undergo medical examinations before participating in interscholastic competition; see BP 5141.3 - Health Examinations. Pursuant to Education Code 49458, any examination required for participation in an interscholastic athletic program may be conducted by a physician or physician assistant.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

ATHLETIC COMPETITION (continued)

(cf. 5131.61 - Drug Testing)
 (cf. 5131.63 - Steroids)
 (cf. 5141.3 - Health Examinations)
 (cf. 5141.6 - School Health Services)
 (cf. 5141.7 - Sun Safety)
 (cf. 5143 - Insurance)

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

(cf. 5142 - Safety)

Note: ~~CIF bylaws specify procedures to follow in order to prevent the spread of communicable diseases when handling student injuries, including the use of universal precautions.~~

~~In addition, Education Code 49475, as added by AB 25 (Ch. 456, Statutes of 2011), requires that an athlete a student at any grade level who is suspected of sustaining a concussion be immediately removed from the athletic activity and not returned until a health care provider provides written clearance. Education Code 33479.5, as added by AB 1639 (Ch. 792, Statutes of 2016), and CIF bylaws require that a student athlete who passes out or faints, or is known to have passed out or fainted, while participating in or immediately following an athletic activity be removed from participation and not be allowed to return until he/she has been evaluated and given written clearance to return to participation by a health care provider. See the accompanying administrative regulation.~~

~~Education Code 33479.5 and 49475 specify that these requirements do not apply during an athletic activity occurring within the regular school day or in physical education class unless it constitutes a practice, interscholastic practice, or scrimmage. However, to promote student safety, it is recommended that district staff remove a student from an athletic activity at any time of day if he/she exhibits the symptoms of a concussion or sudden cardiac arrest.~~

~~In the event that of an injury occurs or a perceived imminent risk to a student's health, such as a concussion or passing out, fainting, or other sign of sudden cardiac arrest, during or immediately after an athletic activity, the coach or any other appropriate district employee who is present shall observe universal precautions and shall remove the student athlete from the activity, and observe universal precautions in handling blood or other bodily fluid, and/or seek medical treatment for the student as appropriate.~~

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
 (cf. 4119.43/4219.43/4319.43 - Universal Precautions)
 (cf. 5141 - Health Care and Emergencies)
 (cf. 5141.21 - Administering Medication and Monitoring Health Conditions)
 (cf. 5141.22 - Infectious Diseases)

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

ATHLETIC COMPETITION (continued)

Whenever an injury is suffered by a student, the Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination

17578 Cleaning and sterilizing of football equipment

17580-17581 Football equipment

32220-32224 Insurance for athletic teams, especially:

32221.5 Required insurance for athletic activities

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 California Department of Education authority over interscholastic athletics

33479-33479.9 The Eric Parades Sudden Cardiac Arrest Prevention Act

35160.5 District policies; rules and regulations

35179 Interscholastic athletics

35179.1 California High School Coaching Education and Training Program

35179.5 Interscholastic athletics; limitation on full-contact practices

48850 Interscholastic athletics; students in foster care **and homeless students**

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49010-49013 Student fees

49020-49023 Athletic programs; legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

49458 Health examinations, interscholastic athletic program

49475 Health and safety, concussions and head injuries

49700-49701 Education of children of military families

51242 Exemption from physical education for high school students in interscholastic athletic program

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs, especially:

4920-4922 Nondiscrimination in intramural, interscholastic, and club activities

5531 Supervision of extracurricular activities of students

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31 Nondiscrimination on the basis of sex in education programs or activities

106.33 Comparable facilities

106.41 Nondiscrimination in athletic programs

COURT DECISIONSMansourian v. Regents of University of California, (2010) **594 F. 3d 1095** **602 F. 3d 957**McCormick v. School District of Mamaroneck, (2004) 370 F.3d 275Kahn v. East Side Union High School District, (~~2004~~ **2003**) 31 Cal. 4th 990Hartzell v. Connell, (1984) 35 Cal. 3d 899*Management Resources: (see next page)*

ATHLETIC COMPETITION (continued)*Management Resources:*CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities and Facilities, March 2014

Student Fees Litigation Update, Education Legal Alliance Advisory, May 20, 2011

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

California Interscholastic Federation Constitution and Bylaws

A Guide to Equity in Athletics

Guidelines for Gender Identity Participation

Keep Their Heart in the Game: A Sudden Cardiac Arrest Information Sheet for Athletes and Parents/Guardians

Pursuing Victory with Honor, 1999

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Heads Up: Concussion in High School Sports, Tool Kit, June 2010

Heads Up: Concussion in Youth Sports, Tool Kit, July 2007

Acute Concussion Evaluation (ACE) Care Plan, 2006

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Withdrawal of Dear Colleague Letter on Transgender Students, Dear Colleague Letter, February 22, 2017

Intercollegiate Athletics Policy Clarification: The Three-Part Test - Part Three, Dear Colleague Letter, April 20, 2010

WEB SITES

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

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

California Interscholastic Federation: <http://www.cifstate.org>

Centers for Disease Control and Prevention, Concussion Resources: <http://www.cdc.gov/concussion>

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

U.S. Anti-Doping Agency: <http://www.usada.org>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

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CSBA Sample Administrative Regulation

Instruction

AR 6145.2(a)

ATHLETIC COMPETITION

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Note: The following section reflects pertinent provisions of federal and state law regarding nondiscrimination (Title IX, 20 USC 1681-1688; Education Code 200-262.4; 5 CCR 4900-4965). The Office for Civil Rights (OCR) in the U.S. Department of Education oversees complaints regarding violations of Title IX.

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis specified in law. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: 5 CCR 4921 and 34 CFR 106.41 authorize the establishment of separate teams for males and females where the selection of teams is based on competitive skills. 34 CFR 106.41 also authorizes single-sex teams for contact sports, as defined. Because state regulations do not address single-sex teams for contact sports, districts should consult legal counsel prior to establishing any such single-sex team for a contact sport for which selection is not based on competitive skills.

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Note: Pursuant to Education Code 221.5, a district is required to permit a transgender student to participate in sex-segregated school programs and activities, including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed in the student's records; see BP/AR 5145.3 - Nondiscrimination/Harassment. The California Interscholastic Federation's (CIF) bylaws and Guidelines for Gender Identity Participation contain procedures for addressing student complaints regarding gender identity-based participation in interscholastic sports. Also see CSBA's Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities and Facilities-Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination. ~~Districts should consult legal counsel about applicable standards for determining a student's gender identity.~~

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with his/her gender identity and for which he/she is otherwise eligible to participate, irrespective of the gender listed on the student's records. (Education Code 221.5)

(cf. 5125 - Student Records)

ATHLETIC COMPETITION (continued)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

Note: 5 CCR 4922 and 34 CFR 106.41, as reflected in items #1-11 below, list factors that districts must consider when determining whether equivalent opportunities are being provided. The CIF's A Guide to Equity in Athletics provides suggested suggests actions that districts can take for each of the factors to help the district meet its equivalence goals. Any district with questions about equivalent athletic opportunities for its students should consult legal counsel.

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

Note: Education Code 230 provides the following three-part test to determine if a district has effectively accommodated the interests and abilities of both sexes in athletics. This test is the same three-part test that is used by OCR for helping to determine equivalent opportunities under Title IX.

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

Note: CIF's A Guide to Equity in Athletics advises that, in order to meet the criterion specified in item #a below, the ratio of male/female athletes should be within five percent of the ratio of male/female district enrollment.

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments
- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

Note: ~~OCR issued a letter in April 2010 withdrawing its earlier guidance which relied on a single survey instrument to demonstrate that an institution is accommodating student interests and abilities in compliance with item #c below. Although OCR's letter applies to intercollegiate athletic programs, OCR's web site clarifies that the general principles also apply to interscholastic and intramural programs at elementary and secondary schools.~~

ATHLETIC COMPETITION (continued)

In evaluating whether there is an unmet interest in a particular sport and sufficient ability to sustain a team in the sport (**item #1c below**), OCR considers (1) whether an institution uses nondiscriminatory methods of assessment when determining the athletic interests and abilities of its students, (2) whether a viable team for the underrepresented sex was recently eliminated, (3) multiple indicators of interest, (4) multiple indicators of ability, and (5) frequency of conducting assessments. Thus, a student survey is one of multiple indicators that may be used. **The A letter issued by OCR in April 2010 letter** provides information that the district might consider in developing its own survey. In addition, CIF's A Guide to Equity in Athletics provides sample surveys.

- c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program
2. The provision and maintenance of equipment and supplies
 3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
 4. Travel and per diem allowances
 5. Opportunities to receive coaching and academic tutoring
 6. Assignment and compensation of coaches and tutors
 7. Provision of locker rooms, practice facilities, and competitive facilities
 8. Provision of medical and training facilities and services
 9. Provision of housing and dining facilities and services
 10. Publicity

Note: 5 CCR 4922 clarifies that unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams shall not by itself constitute a failure to provide equivalent opportunities. However, the provision of necessary funding for teams of both sexes is a factor in the determination, as specified below.

11. Provision of necessary funds

Note: Education Code 221.9, as added by SB 1349 (Ch. 258, Statutes of 2014), requires each school that offers competitive athletics (i.e., any sport that has a coach and a governing organization, practices and competes during a defined season, and has competition as its primary goal) to post the following

ATHLETIC COMPETITION (continued)

information on its school web site beginning in the 2015-16 school year and every year thereafter. If the school does not have its own web site, then the district must post that information on the district web site, disaggregated by school site. The following paragraph may be revised to reflect district practice.

Beginning with the 2015-16 school year and every year thereafter, ~~e~~Each school that offers competitive athletics shall, **at the end of the school year, post the following information** ~~post~~ on its school web site, or on the district web site if the school does not have a web site, **at the end of the school year the following information:** (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

(cf. 1113 - District and School Web Sites)

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

(cf. 3580 - District Records)

Health and Safety Concussions and Head Injuries

Note: Education Code 49475 requires districts to distribute information on concussions and head injuries to student athletes and their parents/guardians. The district may use fact sheets developed by the Centers for Disease Control and Prevention (**CDC**), available on CIF's web site, or other resources to develop the information sheet.

The requirements of Education Code 49475 apply to any district that offers an athletic program at any grade level and for any sport. These requirements do not apply to students engaging in an athletic activity during the regular school day or as part of a physical education course.

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student's initiating practice or competition. (Education Code 49475)

(cf. 5145.6 - Parental Notifications)

Note: Education Code ~~35179.1 encourages the establishment of a California High School Coaching Education and Training Program for coaches' training including;~~ **49032 requires that each high school coach complete**

ATHLETIC COMPETITION (continued)

an education program that includes, but **is** not limited to, **CPR and** a basic understanding of the signs and symptoms of concussions and appropriate response to them. CIF makes **a-free online courses** available through its web site. **Also see AR 4127/4227/4327 - Temporary Athletic Team Coaches.**

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. **(Education Code 35179.1, 49032)**

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

Note: Education Code 49475 requires that **an athlete a student** at any grade level **engaged in an athletic program apart from the regular school day or physical education course** who is suspected of sustaining a concussion be immediately removed from the athletic activity and not **be** allowed to return until a health care provider provides written clearance. **CIF's CDC's** web site includes an Acute Concussion Evaluation form which may be used to provide injured students and their parents/guardians with information about monitoring symptoms and the health care provider's recommendations regarding returning to daily activities, school, and sports. **See also CIF's web site for additional information regarding concussions.**

~~As amended by AB 2127 (Ch. 165, Statutes of 2014), Education Code 49475 requires that, if the health care provider determines that the athlete sustained a concussion or head injury, the athlete must complete a graduated return-to-play protocol as described below.~~

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the athlete sustained a concussion or a head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

Note: ~~The following paragraph is for use by districts that offer a football program and may be revised to reflect the grade levels offered by the district. AB 2127 (Ch. 165, Statutes of 2014) added Education Code 35179.5 to limit full-contact practices by a middle school or high school football team, as follows.~~

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

ATHLETIC COMPETITION (continued)**Sudden Cardiac Arrest**

Note: Education Code 33479.3, as added by AB 1639 (Ch. 792, Statutes of 2016), requires that student athletes and their parents/guardians receive information on the nature and warning signs of sudden cardiac arrest, as provided below. This information is available from the CIF or, if the athletic activity is not governed by the CIF, on the California Department of Education's (CDE) web site. In addition, Education Code 33479.2, as added by AB 1639, encourages districts to post on their web sites the information provided on the CDE's web site pertaining to sudden cardiac arrest.

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by the CIF, the student and his/her parent/guardian shall, prior to participating in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

Note: Beginning July 1, 2017, Education Code 33479.6, as added by AB 1639 (Ch. 792, Statutes of 2016), requires the coach of an athletic activity to complete, every two years, a training course related to the nature and warning signs of sudden cardiac arrest. See AR 4127/4227/4327 - Temporary Athletic Team Coaches. CIF makes free online courses available through its web site.

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

Note: Education Code 33479.5, as added by AB 1639 (Ch. 792, Statutes of 2016), and CIF bylaws provide for a student's removal from participation in an athletic activity if he/she passes out or faints. As defined by Education Code 33479.1, as added by AB 1639, an "athletic activity" includes (1) interscholastic athletics; (2) an athletic contest or competition sponsored by a school, including cheerleading and club-sponsored sports activities; (3) noncompetitive cheerleading sponsored by a school; and (4) practices, interscholastic practices, and scrimmages for all these activities.

Pursuant to Education Code 33479.5, this requirement does not apply when a student engages in an athletic activity during the regular school day or as part of a physical education course, unless the activity constitutes a practice, interscholastic practice, or scrimmage. Furthermore, Education Code 33479.5 authorizes, but does not require, the removal of a student from an athletic activity if he/she exhibits symptoms of sudden cardiac arrest other than passing out or fainting, as provided below. However, to promote student safety, the district may choose to require its staff to remove a student from an athletic activity if he/she exhibits any symptom of sudden cardiac arrest at any time.

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following his/her participation in an athletic activity,

ATHLETIC COMPETITION (continued)

the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, he/she may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until he/she is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

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

~~The Superintendent or designee shall notify the student's parent/guardian of the date, time, and extent of any injury suffered by the student and any actions taken to treat the student.~~ [MOVED TO BP]

Additional Parental Notifications

Note: The following **optional** section lists notices that the district may send to parents/guardians of students participating in interscholastic athletics. This section should be revised to reflect district practice.

Before a student participates in interscholastic athletic activities, the Superintendent or designee shall, **in addition to providing his/her parents/guardians with information on the signs and symptoms of concussions and sudden cardiac arrest as described above,** send a notice to the student's parents/guardians which:

Note: Education Code 33353 requires CIF to provide information to students and parents/guardians about procedures for discrimination complaints arising from interscholastic athletic activities. Education Code 33354 allows a complainant to file a discrimination complaint directly with the ~~California Department of Education (CDE).~~

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

(cf. 1312.3 - Uniform Complaint Procedures)

Note: ~~Education Code 221.6 and 221.8, as amended and renumbered pursuant to AB 1538 (Ch. 43, Statutes of 2015), require the CDE to post on its web site a list of student rights based on Title IX. Education Code 221.61, as added by SB 1375 (Ch. 655, Statutes of 2016), requires districts to post specified information on their web sites related to Title IX. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive~~

ATHLETIC COMPETITION (continued)

list of rights based on the provisions of the federal regulations implementing Title IX can be found in Education Code 221.8. See AR 5145.3 - Nondiscrimination/Harassment. Optional item #2 below provides that this information will also be provided in writing to the parents/guardians of student athletes.

2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8

Note: In Kahn v. East Side Union High School District, the California Supreme Court analyzed the liability of a coach for an injury to a member of a high school diving team. The court acknowledged that some risk of injury is inherent in sports and part of a coach's job is to "push" a student athlete to advance his/her skill level and to undertake more difficult tasks. According to the court, a coach could be found liable only when he/she intentionally injures the student or engages in conduct that is so reckless that it is outside of the ordinary activity involved in teaching or coaching the sport.

The district may or may not wish to seek a waiver of liability for accidents or injuries resulting from participation in athletic activities. Whether a liability waiver is legally effective is likely to be determined on a case-by-case basis, and it is questionable whether a student's right to participate in extracurricular activities could be made contingent upon the submission of a waiver. Legal counsel should be consulted when addressing the complex issues related to liability waivers.

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

(cf. 3530 - Risk Management/Insurance)

Note: Education Code 32221.5 requires the district to provide information about insurance protection to each student participating on a school athletic team. For specific language that must be contained in this statement, see AR 5143 - Insurance.

4. Provides information about insurance protection pursuant to Education Code 32221.5

(cf. 5143 - Insurance)

5. Requests parental permission for the student to participate in the program and, if appropriate, be transported by the district to and from competitions

(cf. 3541.1 - Transportation for School-Related Trips)

Note: Pursuant to Education Code 48900, a student may be subject to suspension or expulsion if he/she engages, or attempts to engage, in hazing.

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

(cf. 5144 - Discipline)

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

ATHLETIC COMPETITION (continued)

7. Includes a copy of the local California Interscholastic Federation (CIF) league rules

Note: ~~As required by~~ Pursuant to Education Code 49033, and CIF bylaws, ~~require~~ any student participating in athletics and his/her parent/guardian ~~must~~ sign a statement that the student will not use **androgenic/anabolic** steroids, **unless he/she has a written prescription from a licensed health care practitioner**, or dietary supplements banned by the U.S. Anti-Doping Agency as well as the substance synephrine, ~~unless the student has a written prescription from a licensed health care practitioner to treat a medical condition~~. See BP/AR/E 5131.63 - Steroids.

8. Includes information about the CIF bylaw and district policy requiring any student athlete and his/her parent/guardian to sign a statement that the student will not use steroids, **unless prescribed by a licensed health care practitioner**, or **prohibited** dietary supplements **that include substances** banned by the U.S. Anti-Doping Agency

(cf. 5131.63 - Steroids)

(12/14 10/15) 5/17

CSBA Sample Board Policy

We do not currently have this policy

Instruction

BP 6178.1(a)

WORK-BASED LEARNING

Note: The following **optional** policy is for use by districts maintaining middle and/or high schools and should be revised to reflect district practice.

Under the state plan for career technical education (CTE), each district receiving funds under the Carl D. Perkins Career and Technical Education Act (20 USC 2301-2414) is required to include specified components in its CTE program, including practical application and experience through actual or simulated work-based learning assignments. Other districts may offer work-based learning opportunities at their discretion. Also see BP/AR 6178 - Career Technical Education.

The Governing Board desires to facilitate ~~the preparation of secondary school students for college and career by providing~~ work-based learning opportunities which link classroom learning with real-world experiences. ~~The district's~~ ~~work-based learning program opportunities offered by the district~~ shall be designed to teach **students** the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

Note: The following ~~paragraph may list should~~ be revised to reflect the program(s) ~~available in~~ **offered by** the district. Education Code 51760.1 authorizes districts, county offices of education, regional occupational centers/programs, and partnership academies to provide work-based learning opportunities which may include, but are not limited to, work experience education (WEE), community classrooms or cooperative CTE programs, and job shadowing experiences, as described **in items #1-3** below. See the accompanying administrative regulation for legal requirements pertaining to these programs. In addition, although not specified in state law, **items #4-8 below provide** other examples of work-based learning opportunities cited in **the state's CTE curriculum framework and** the California Department of Education (**CDE**) publication **Multiple Pathways to Student Success: Envisioning the New California High School, available on WestEd's web site.**, ~~include student internships/field study, apprenticeships, service learning, work in social/civic enterprises or school-based enterprises such as student stores, and technology based or other simulated work experiences.~~

~~The district's~~ ~~work-based learning program may offer~~ opportunities ~~offered by the district may include~~ **for** paid and/or unpaid work experiences, including, but not limited to:

1. ~~W~~work experience education as defined in Education Code 51764;
2. ~~C~~ooperative CTE or community classrooms as defined in Education Code 52372.1;
3. ~~J~~job shadowing **experience** as defined in Education Code 51769;

WORK-BASED LEARNING (continued)

4. Student internships;
5. Apprenticeships;
6. Service learning;
7. Employment in social/civic or school-based enterprises, and
8. Technology-based or other simulated work experiences

(cf. 6142.4 - Service Learning/Community Service Classes)

The Superintendent or designee may provide students employment opportunities with ~~may be provided by any public and or private employers in areas within or outside the district, either within California or~~ **including in any contiguous state. (Education Code 51768)**

Note: The following paragraph is optional.

The Board may elect to pay wages to students participating in a work-based learning program, but shall not make payments to or for private employers except for students with disabilities who are participating in work experience education programs funded by the state for such students. (Education Code 51768)

Note: Pursuant to 5 CCR 10070, the district is required to submit a secondary district plan to the CDE along with its WEE program application. 5 CCR 10070 also requires the district to submit evidence that the Governing Board has approved the district plan (e.g., meeting minutes). The following paragraph ensures the Board's involvement when any work-based learning program requires CDE or other state agency approval.

Any district plan for work-based learning shall be submitted to the Board for approval. When required, the plan shall be submitted to the California Department of Education or other state agency or official.

Note: The following optional paragraph may be revised to reflect district practice. Education Code 51760.1 encourages districts to work with any local workforce investment board youth councils and workforce investment boards established by Education Code 51760.2 to coordinate work-based learning opportunities and facilitate regional planning.

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

WORK-BASED LEARNING (continued)*(cf. 0000 - Vision)**(cf. 0200 - Goals for the School District)**(cf. 1220 - Citizen Advisory Committees)**(cf. 1700 - Relations Between Private Industry and the Schools)**(cf. 6020 - Parent Involvement)*

Note: Districts that offer WEE programs are required by 5 CCR 10070-10071, ~~as amended by Register 2011, No. 12,~~ to develop a written training agreement with each employer with specified components and assurances. 5 CCR 10087 and 10108 require the development of a training agreement and individual student training plans for community classrooms and cooperative CTE programs. Districts that do not offer these specific programs may delete or revise the following paragraph.

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

To ensure appropriate guidance and supervision of participating students and maximize the educational benefit from placement in any work-based learning program, ~~District staff shall coordinate with the workplace supervisors or mentors. to ensure appropriate guidance and supervision of participating students and maximum educational benefit from placement in the program.~~

Note: Education Code 49160 prohibits any person, firm, or corporation from employing a minor under age 18 without a work permit issued by the proper education authority, with specified exceptions. See BP/AR 5113.2 - Work Permits. Work permits are not required for unpaid work-based learning opportunities. Districts that offer only unpaid programs should delete the following paragraph.

A minor student shall be **allowed** ~~issued a work permit before beginning~~ employment through a paid work-based learning program **only if he/she has been issued a work permit,** in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

(cf. 5113.2 - Work Permits)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

Note: The following **optional** paragraph may be revised to reflect district practice. According to the CDE's Work Experience Education Guide, students participating in a paid work-based learning program must be covered by their employer for workers' compensation insurance pursuant to Education Code 51769. Students participating in an unpaid work-based learning program must be covered by the district's insurance, unless the employer elects to provide such coverage.

WORK-BASED LEARNING (continued)

In addition, Education Code 35208 requires districts to insure against liability. Pursuant to Education Code 51760, the **Governing** Board may choose to purchase liability insurance for students participating in work-based learning programs off school grounds or may require such students to purchase insurance and pass on all or a portion of the costs to the district, at the discretion of the Board.

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

(cf. 3530 - Risk Management/Insurance)

(cf. 5143 - Insurance)

Note: **5 CCR 10075 establishes requirements related to the qualifications of WEE teacher coordinators. As amended by Register 2011, No. 12, 5 CCR 10075 provides that the requires a WEE** teacher-coordinator **may to** possess **any** valid preliminary, professional clear, or life credential or other nonintern teaching credential that authorizes the teacher to teach in California K-12 schools. Pursuant to 5 CCR 10080 and 10100, teachers of community classrooms and cooperative CTE programs must be certificated CTE teachers.

The Superintendent or designee shall ensure that any teacher-coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

(cf. 4112.2 - Certification)

The Superintendent or designee shall maintain records **for related to** each student's participation in the **district's work-based learning** program, including, but not limited to, the student's individualized training plan, **his/her** employment hours and job site, work permit if applicable, **the** employer's report of student's attendance and job performance, the teacher coordinator's consultations and observations, and **reports of** the student's grade and credits earned.

(cf. 5125 - Student Records)

Note: The following **optional** paragraph may be revised to reflect indicators agreed upon by the Board and Superintendent for evaluating program effectiveness.

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

WORK-BASED LEARNING (continued)*Legal Reference:*EDUCATION CODE

35208 *Liability insurance*
 46144 *Minimum school day for work experience program*
 46147 *Exception for minimum day; students in last semester or quarter of grade 12*
 46300 *Method of computing ADA*
 48402 *Enrollment in continuation education, minors not regularly employed*
 49110-49119 *Permits to work*
 49160 *Permits to work, duties of employer*
 51760-51769.5 *Work-based learning*
 52300-52499.66 *Career technical education*
 54690-54697 *Partnership academies*
 56026 *Students with exceptional needs*
 52372.1 *Community classrooms and cooperative career technical education programs*

LABOR CODE

1285-1312 *Employment of minors*
 1391-1394 *Working hours for minors*
 3070-3099.5 *Apprenticeship*
 3200-6002 *Workers' compensation and insurance*

CODE OF REGULATIONS, TITLE 5

1635 *Credit for work experience education*
 10070-10075 *Work experience education*
 10080-10090 *Community classrooms*
 10100-10111 *Cooperative career technical education programs*

UNITED STATES CODE, TITLE 20

2301-2414 *Carl D. Perkins Career and Technical Education Act of 2006*

CODE OF FEDERAL REGULATIONS, TITLE 29

570.35a *Work experience programs*

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Work Experience Education Guide

California Career Technical Education Model Curriculum Standards, 2013

Multiple Pathways to Student Success: Envisioning the New California High School, 2010

California Career Technical Education Model Curriculum Standards, 2013

2008-2012 California State Plan for Career Technical Education, 2008

Career Technical Education Framework for California Public Schools: Grades Seven Through Twelve, 2007

Work Experience Education Guide

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000-2013

WEST ED PUBLICATIONS

Work-Based Learning in California: Opportunities and Models for Expansion, 2009

Management Resources continued: (see next page)

WORK-BASED LEARNING (continued)

Management Resources: (continued)

WEB SITES

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

California Association of Work Experience Educators: <http://www.cawee.org>

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Industrial Relations: <http://www.dir.ca.gov>

Linked Learning Alliance: <http://www.linkedlearning.org>

WestEd: <http://www.wested.org>

CSBA Sample Administrative Regulation

we do not
currently
have this
AR

Instruction

AR 6178.1(a)

WORK-BASED LEARNING

Note: The following **optional** administrative regulation is for use by districts maintaining middle and/or high schools that provide any of the work-based learning programs authorized by Education Code 51760.1. Pursuant to Education Code 51760.1, students participating in work-based learning programs must be afforded the same statutory and regulatory safeguards, when applicable, as students participating in work experience education (WEE) programs—~~offered pursuant to Education Code 51764~~. **The district should select the section(s) below that reflect the program(s) available in the district.**

Work Experience Education

Note: The following **optional** section is for use by districts that offer a WEE program pursuant to Education Code ~~51764~~ **51760.1** and 5 CCR 10070-10075, and may be revised to reflect district practice. ~~Any of~~ **Although** the WEE programs described in items #1-3 below may enroll students under age 16, **such but only** students ~~who are age 16 or older~~ may **only** receive credit for general WEE or career technical WEE ~~except~~ under the limited circumstances specified in Education Code 51760.3. For further information about the operation of WEE programs, see the California Department of Education's (CDE) Work Experience Education Guide.

The district's work experience education (WEE) program shall consist of one or more of the following types of unpaid and paid on-the-job experiences: (~~Education Code 51764~~; 5 CCR 10071)

1. *Exploratory WEE* which provides students with a combination of **related** classroom instruction in WEE and unpaid opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring

The length of exploratory ~~WEE work experience~~ assignments may vary depending on the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classification. A student may not participate in an exploratory ~~WEE work experience~~ assignment if he/she receives pay for like work at the same work station or similar job outside of the WEE program.

2. *General WEE* which has as its purpose the application of basic skills of reading, writing, and computation and which ~~enables-provides~~ students **an opportunity** to acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in WEE

Note: ~~5 CCR 10071, as amended by Register 2011, No. 12, now uses the terminology "career technical work experience education" to refer to the type of program described in item #3 below.~~ Although 5 CCR 10071 states that career technical WEE provides paid employment opportunities, the CDE's Work Experience Education Guide clarifies that career technical WEE may offer paid or unpaid work experiences.

WORK-BASED LEARNING (continued)

3. *Career technical WEE* which reinforces and extends career learning opportunities for students through a combination of related classroom instruction in WEE and supervised paid or unpaid employment in the occupation for which their career technical course in school prepares them

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

Note: The district is required to submit a secondary district plan to the CDE along with its WEE program application. 5 CCR 10070, as amended by Register 2011, No. 12, contains requirements for the content of the district plan, including (1) the course description with the units of instruction per week for each semester offered; (2) assurances by the employer that the employer and each student have entered into a training agreement that includes the components specified in 5 CCR 10070; (3) a detailed explanation of the criteria for granting school credit by the district; and (4) if applicable, a letter of authorization to issue work permits signed by the Superintendent or designee. 5 CCR 10070 also requires that the district submit evidence that the Governing Board has approved the district plan (e.g., meeting minutes).

The Superintendent or designee shall develop and present to the Governing Board for approval a district plan for WEE in accordance with 5 CCR 10070. [MOVED TO BP]

Note: Education Code 51768 authorizes the district to pay participating students' wages, but provides that the district may not make payments to or for private employers except for students with disabilities as defined in Education Code 56026.

Employment opportunities may be provided by any public or private employers in areas within or outside the district, either within California or in a contiguous state. (Education Code 51768) [MOVED TO BP]

The student-teacher ratio in **any the** WEE program shall not exceed 125 students per full-time equivalent certificated teacher coordinator. (Education Code 46300)

The minimum day for students enrolled in a WEE program shall be four periods totaling at least 180 minutes in duration, unless the school or student meets one of the conditions specified in Education Code 46144 or 46147. (Education Code 46144, 46147)

(cf. 6112 - School Day)

(cf. 6184 - Continuation Education)

Note: The following **optional** paragraph reflects guidance in the CDE's Work Experience Education Guide.

A WEE program offered during the summer shall be conducted in the same time period as the regular summer school program and shall conform to all appropriate laws and regulations applicable to WEE.

WORK-BASED LEARNING (continued)

(cf. 6177 - Summer ~~School~~ Learning Programs)

Note: Pursuant to Education Code 51764, any WEE program must be coordinated by district staff.

Each WEE program shall operate under the supervision of a teacher-coordinator. The teacher-coordinator shall make at least two on-site contacts per semester with each work supervisor or at least one on-site contact during summer school to evaluate student performance. (Education Code 51764; 5 CCR 10074)

Any Participating students who is age 16 years or older and who satisfactorily completes a WEE program with a minimum shall receive at least the equivalent of one instructional period per week of related classroom instruction or counseling by a certificated employee, in sessions scheduled intermittently throughout the semester, ~~-(Education Code 51760.3) A student~~ shall be granted up to 40 semester periods of credit for WEE within the following limits: (Education Code 51760.3; 5 CCR 1635)

1. For exploratory WEE, the student may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For either general or career technical WEE, the student may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)

~~In order to receive credit for satisfactory completion of a general or career technical WEE program, a student shall be age 16 years or older. However, a~~**Any** student who **satisfies the above requirements but** is under age 16 may be granted credit under any of the following conditions: (Education Code 51760.3)

1. The student is enrolled in grade 11 or higher.
2. The principal certifies that the student **is in** ~~needs~~ **the program of immediate work experience education** in order to pursue employment opportunities.
3. **The principal certifies that, without being provided an opportunity to enroll in the WEE program, there is a high probability that** ~~or to encourage~~ the student's **will no longer be enrolled** ~~continuing enrollment~~ as a full-time student.

(cf. 5147 - Dropout Prevention)

Note: Education Code 51760.3, as amended by AB 2063 (Ch. 72, Statutes of 2016), provides an additional circumstance under which students under age 16 can receive credit for satisfactory completion of a WEE program, as provided in item #4 below.

WORK-BASED LEARNING (continued)

4. The student is age 14 years or older and the principal certifies that such credit is necessary for the student's participation in a career technical education (CTE) program.

~~3.~~ **5.** The student ~~is a student with disabilities who~~ has an individualized education program **(IEP) prescribing which prescribes** the type of training for which participation in a WEE program is deemed appropriate.

(cf. 6159 - Individualized Education Program)

Cooperative Career Technical Education Program/Community Classrooms

Note: The following **optional** section is for use by districts that offer a cooperative career technical education (CTE) program (5 CCR 10100-10111) and/or community classroom program (5 CCR 10080-10090) and should be modified to reflect the program(s) offered by the district. Except where noted, requirements described below apply to either program.

Both the cooperative CTE and community classroom programs require participating students to be concurrently enrolled in a course or program approved by the CDE. Pursuant to 5 CCR 10103, students in the cooperative CTE program are also required to (1) be at least age 16 unless the principal determines that the program is appropriate for a younger student due to his/her financial, motivational, or other exceptional needs; (2) be full-time students as defined; and (3) have parent/guardian consent if under age 18.

To be eligible for program participation, a student shall be concurrently enrolled in a **career technical education (CTE)** course or program approved by the California Department of Education and shall meet other criteria specified in 5 CCR 10103 as applicable. (5 CCR 10082, 10103)

At least one instructional period per week of formal CTE classroom instruction shall be provided to participating students. Each CTE instructional period shall be equivalent to a minimum of three regular classroom instructional periods of at least 50 minutes each week. (5 CCR 10085, 10106)

Teachers assigned to the program shall locate and select training stations to provide participating students with unpaid on-the-job learning experiences in the specific occupation related to the approved course or program. (5 CCR 10086, 10107)

~~Related classroom instruction shall be provided in at least one instructional period per week, with a minimum equivalency of three instructional periods, of at least 50 minutes each, per week. (5 CCR 10085, 10106)~~

Note: The district should choose one or both options below reflecting program(s) offered by the district.

WORK-BASED LEARNING (continued)**OPTION 1: (Cooperative CTE Program)**

The cooperative CTE program teacher shall make at least one visitation every four weeks to each employer to ensure that the provisions of the training agreement are being met and that students are acquiring the competencies identified in their individual training plans. One out of every two visits to the training station shall include an observation of the student engaged in on-the-job training experiences. (5 CCR 10109)

OPTION 2: (Community Classrooms)

The community classroom teacher shall make at least one visitation every three weeks to consult with the work supervisor, observe students at the training station, provide instruction, and ensure that students are acquiring the competencies identified in their individual training plans. Each visitation shall include an observation of the student engaged in on-the-job training experiences. (5 CCR 10088)

Note: The following paragraph is for use by districts offering either the cooperative CTE or community classroom program.

Students shall be granted academic credit for satisfactory completion of the program. The teacher shall be responsible for evaluating the student's performance in the CTE course and, with the assistance of the employer, the student's participation at the training station. (5 CCR 10081, 10102)

Job Shadowing

Note: The following **optional** section is for use by districts that offer job shadowing opportunities pursuant to Education Code 51769. The section may be revised to reflect district practice, including specifying the position designated by the Superintendent or designee to coordinate or manage the program. The CDE's Work Experience Education Guide recommends that job shadowing activities be conducted under the supervision of the WEE coordinator.

The program coordinator shall identify job shadowing placements with the goal of providing students with exposure to a broad range of career options and employment settings.

The program coordinator shall supervise job shadowing activities, including the coordination of the student's and employer's schedules and consultation with the student's other teachers when necessary.

Note: Education Code 51769, as amended by AB 2063 (Ch. 72, Statutes of 2016), allows students to participate in job shadowing activities for up to 40 hours per semester, intersession, or summer school session under the conditions described below.

WORK-BASED LEARNING (continued)

Participating students may attend job shadowing opportunities for **up to 25 hours but** no less than three hours ~~and no more than 25 hours~~ in one semester, intersession, or summer school session. **However, a student may be permitted to participate for up to 40 hours in one semester, intersession, or summer school session, if the principal certifies that it is necessary for the student's participation in a CTE program.** (Education Code 51769)

(3/08 3/12) 5/17

CSBA Sample Board Policy

Facilities

BP 7214(a)

GENERAL OBLIGATION BONDS

Note: Article 16, Section 18 of the California Constitution permits school districts to issue bonds for the construction of school facilities with either a 66.67 percent or 55 percent approval by local voters. To qualify for the lower 55 percent (Proposition 39) threshold, districts must use the bond funds for certain purposes and fulfill additional accountability requirements, as specified in this Board policy and accompanying administrative regulation.

Education Code 15100 sets forth conditions under which the Governing Board may call for a bond election. Pursuant to Education Code 15266, these conditions must be satisfied if the Board is seeking either the 66.67 percent or 55 percent approval threshold. **The following paragraph is consistent with Education Code 15100.**

In 88 Ops.Cal.Atty.Gen. 46 (2005), the Attorney General opined that a school district may use district funds to hire a consultant to assess the feasibility of developing a bond measure and to assess the public's support and opposition. **However, according to the Attorney General, a district may not use district funds to hire a consultant, but not** to develop and implement a strategy to build a coalition to support the bond because such activities would be an impermissible use of public funds for campaign purposes in violation of Education Code 7054. **However, in 99 Ops.Cal.Atty.Gen. 18 (2016), the Attorney General, while reaffirming the 2005 opinion, clarified that costs incurred from hiring consultants for pre-election services could not be paid from bond proceeds.** For further discussion regarding use of district funds for political purposes, see BP 1160 - Political Processes.

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

Note: **Pursuant to Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), the Board is required to adopt a debt management policy prior to issuing any debt, including a general obligation bond. For sample policy language fulfilling this mandate, see BP 3470 - Debt Issuance and Management.**

For bonds requiring a 55 percent majority, Education Code 15268 and 15270 set limits as to the maximum amount of the bond and the tax rate that may be levied as a result of the bond. Limitations for bonds requiring a 66.67 percent majority are detailed in Education Code 15102-15109.

The Board shall determine the appropriate amount of the bonds in accordance with law. The Board's decision to order a bond election, as well as its determinations regarding the appropriate amount, timing, and structure of the bond issuance, shall be consistent with law and the district's debt management policy.

GENERAL OBLIGATION BONDS (continued)***(cf. 3470 - Debt Issuance and Management)***

Note: Pursuant to Education Code 15100, as amended by AB 2116 (Ch. 129, Statutes of 2016), the following requirement applies to bond elections ordered by the Board regardless of whether the Board is seeking the 66.67 percent or 55 percent approval threshold.

Before ordering a bond election, the Board shall obtain reasonable and informed projections of assessed valuations that take into consideration projections of assessed property valuations made by the county assessor. (Education Code 15100)

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

Note: Pursuant to Education Code 15266, upon adoption of the resolution specified below, the district must comply with the accountability provisions required for the 55 percent threshold, even if the bond ultimately passes by a 66.67 percent majority of the voters.

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

(cf. 9323.2 - Actions by the Board)

Note: Education Code 15266 requires ~~that the~~ bond elections ~~to~~ be held only during a regularly scheduled local election at which all of the electors (voters) in the district are entitled to vote. Therefore, those school districts whose boundaries encompass more than one city or county or whose board members are elected by trustee area must ensure that the bond election is on a ballot in which all of the electors in the district are entitled to vote, such as a statewide primary, general, or special election.

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

GENERAL OBLIGATION BONDS (continued)

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities
3. The refunding of any outstanding debt issuance used for the purposes specified in items #1-2 above

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

1. ~~A requirement that~~ **Certification that** proceeds from the sale of the bonds **will** be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facilities projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

Note: The question of whether or not bond proceeds may be used to pay the costs of the audits required pursuant to items #3-4 below should be referred to the district's legal counsel. However, an Attorney General opinion (87 Ops.Cal.Atty.Gen. 157 (2004)) supports the use of bond proceeds to pay the salaries of district employees to the extent they perform administrative oversight work on bond projects. According to the opinion, because these audits are expressly required by Proposition 39 and are directly related to the bond projects rather than routine school operations, these project administration costs may be considered as within the purposes specified in California Constitution Article 13A, Section 1(b)(3)(A) and therefore are an appropriate expenditure of bond proceeds.

The performance audit described in item #3 may include an evaluation of the planning, financing, and implementation of the overall facilities program.

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

GENERAL OBLIGATION BONDS (continued)

Note: If the district has a general obligation bond approved ~~under according to~~ the 55 percent threshold ~~provisions~~, Education Code 15278 requires that the Board appoint a citizens' oversight committee. See the accompanying administrative regulation for requirements related to the composition and duties of the committee.

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' oversight committee to inform the public concerning the expenditure of bond revenues as specified in Education Code 15278 and the accompanying administrative regulation. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)

(cf. 9324 - Minutes and Recordings)

Note: Pursuant to Education Code 15286, as amended by SB 581 (Ch. 91, Statutes of 2013), the district is required to ensure that performance and financial audits specified in items #3-4 above are issued in accordance with law and provided to the citizens' oversight committee as specified in the following paragraph.

The Superintendent or designee shall ensure that the annual, independent performance and financial audits required pursuant to items #3-4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards and submitted to the citizens' oversight committee at the same time they are submitted to him/her and no later than March 31 of each year. (Education Code 15286)

The Board shall provide the citizens' oversight committee with responses to all findings, recommendations, and concerns addressed in the performance and financial audits within three months of receiving the audits. (Education Code 15280)

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

The Board may disband the citizens' oversight committee when the committee has completed its review of the final performance and financial audits.

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

GENERAL OBLIGATION BONDS (continued)

Note: Pursuant to Education Code 15101, an election for a bond measure that requires 66.67 percent approval may be held only on specified days. Districts using this option should coordinate efforts with their local elections officials to ensure compliance with law.

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Note: Items #1-10 below reflect the purposes for which funds generated from a general obligation bond authorized with 66.67 percent voter approval may be used, pursuant to Education Code 15100. Some of these purposes may be inconsistent with Article 13A, Section 1 of the California Constitution, which permits a district to raise funds in this manner only for the acquisition or improvement of real property. Districts should consult with legal counsel when determining whether to order a bond election for any of the purposes specified in Education Code 15100. The district may revise the following list to reflect the specific purposes authorized by the Board.

Subject to limits specified in Article 13A, Section 1 of the California Constitution, Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years

GENERAL OBLIGATION BONDS (continued)

10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by **an** order of the Board **and that is** entered into the minutes. (Education Code 15100)

Note: The following paragraph is optional. **Although Education Code 15278 requires that the Board appoint a citizens' oversight committee if the district has a general obligation bond approved according to the 55 percent threshold provisions, d**istricts that have had approval of a bond with 66.67 percent majority vote are not required by law to appoint a citizens' oversight committee. **However, such districts but** may, at their discretion, form an oversight committee under requirements and guidelines adopted by the Board.

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

Note: The following section applies to bond elections requiring either a 55 percent or 66.67 percent approval by local voters. Pursuant to Elections Code 15372, following a bond election, the county elections official must submit a certificate of the election results to the Board, which then must provide certification to the County Board of Supervisors, as specified below.

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in its minutes. The Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolutions Regarding Sale of Bonds

Note: The following section applies to bond elections requiring either a 55 percent or 66.67 percent approval by local voters. Pursuant to Education Code 15140, bonds may be offered for sale by either the County Board of Supervisors or the County Superintendent of Schools. However, the County Board of Supervisors may adopt a resolution authorizing a district to sell bonds on its own behalf when the district has not received a qualified or negative certification in its most recent interim financial report; see BP/AR 3460 - Financial Reports and Accountability.

In addition to districts' authority to issue bonds pursuant to Education Code 15100-15254, Government Code 53506-53509.5 provide an alternative method. However, **effective January 1, 2014,** any district that intends to issue bonds using this alternative method is subject to stricter requirements pursuant to Government Code 53508.5, **as added by AB 182 (Ch. 477, Statutes of 2013).** Districts using the alternative method may need to further modify this policy and accompanying administrative regulation and should consult with legal counsel as necessary.

GENERAL OBLIGATION BONDS (continued)

Regardless of the method used to issue bonds, pursuant to Education Code 15144.1 and 15144.2, ~~as added by AB 182,~~ the district's total debt service to principal ratio must not exceed four to one and, if the bond allows for the compounding of interest, such as a capital appreciation bond (CAB), and matures more than 10 years after its issuance date, the bond must be redeemable by the district no later than 10 years from issuance. Pursuant to Government Code 53508.6, ~~as added by AB 182,~~ a current interest bond (CIB) may ~~now~~ have a maturity of up to 40 years provided that the district complies with the disclosure requirements specified in Education Code 15146, ~~as amended by AB 182~~ and makes a finding that the useful life of the facility to be financed with the bonds is at least equal to the maturity date of the bonds.

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. In accordance with law, the resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable. (Education Code 15140; Government Code 53508.6)

Note: To ensure prudence in the expenditure of district resources, the Board should carefully consider all available funding instruments, such as CIBs, CABs, and convertible capital appreciation bonds, **how the manner in which** the bonds will be sold, and other related issues as specified in Education Code 15146. Districts considering the method of bond sale and kinds of bonds to sell are encouraged to review CSBA's Governance Brief Bond Sales - Questions and Considerations for Districts.

In passing the resolution, the Board shall consider each available funding instrument, including, but not limited to, the costs associated with each and their relative suitability for the project to be financed.

Prior to the sale of bonds, ~~the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution,~~ **the Board shall place an agenda item at a public meeting and adopt as part of the bond issuance resolution, or in a separate resolution, disclosures of the** available funding instruments, the costs and sustainability of each, and all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected

GENERAL OBLIGATION BONDS (continued)

4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

Note: Pursuant to Education Code 15146, as amended by AB 182 (Ch. 477, Statutes of 2013), the district must comply with the requirements specified in the following two paragraphs if it intends to sell bonds that allow for compounding of interest, including, but not limited to, CABs.

When the sale involves bonds that allow for the compounding of interest, such as a capital appreciation bond (CAB), **the resolution to be adopted by the Board shall include** items #1-4 above **as well as and** the financing term and time of maturity, repayment ratio, and the estimated change in the assessed value of taxable property within the district over the term of the bonds **shall be included in the resolution to be adopted by the Board**. The resolution shall be publicly noticed on at least two consecutive meeting agendas, first as an information item and second as an action item. The agendas shall identify that bonds that allow for the compounding of interest are proposed. (Education Code 15146)

Prior to adopting a resolution for the sale of bonds that allow for the compounding of interest, the Board shall be presented with the following: (Education Code 15146)

1. An analysis containing the total overall cost of the bonds that allow for the compounding of interest
2. A comparison to the overall cost of current interest bonds
3. The reason bonds that allow for the compounding of interest are being recommended
4. A copy of the disclosure made by the underwriter in compliance with Rule G-17 adopted by the federal Municipal Securities Rulemaking Board

Note: Government Code 8855 requires that the district report any proposed issuance of debt to the California Debt and Investment Advisory Commission (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 management policy and that the issuance is consistent with that policy. Pursuant to Government Code 8855, the district must also annually submit, on or before January 31, a report to the CDIAC regarding all outstanding debt and the use of the proceeds of the issued debt. See BP 3470 - Debt Issuance and Management.

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). (Government Code 8855)

GENERAL OBLIGATION BONDS (continued)

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the **California Debt and Investment Advisory Commission CDAIC**. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Note: Pursuant to Education Code 15150, the district is authorized to issue a bond anticipation note when the Board determines by resolution that it is in the best interest of the district to finance a facilities project on an interim basis in anticipation of the sale of bonds that has been approved by voters. The note may only be issued in accordance with law and subject to terms and conditions prescribed by the Board.

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Note: Education Code 15150 clarifies that interest on a bond anticipation note may be paid at maturity from the proceeds of the sale of the bond in anticipation of which it was issued or paid periodically from a property tax levied for that purpose if certain conditions are satisfied.

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

A bond anticipation note may be issued only if the tax rate levied to pay interest on the note would not cause the district to exceed the tax rate limitation set forth in Education Code 15268 or 15270, as applicable.

Deposit of Bond Proceeds

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

GENERAL OBLIGATION BONDS (continued)

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)

*Legal Reference:*EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 ~~School-district~~ **Local** election

15372 Elections official certificate

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53506-53509.5 General obligation bonds

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

CODE OF FEDERAL REGULATIONS, TITLE 17

240.10b-5 Prohibition against fraud or deceit

240.15c2-12 Municipal securities disclosure

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School District (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

99 Ops. Cal. Atty. Gen. 18 (2016)

88 Ops. Cal. Atty. Gen. 46 (2005)

87 Ops. Cal. Atty. Gen. 157 (2004)

Management Resources: (see next page)

GENERAL OBLIGATION BONDS (continued)

Management Resources:

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California's Challenge: Adequately Funding Education in the 21st Century, December 2015

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

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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

WEB SITES

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

California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>

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

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

Government Finance Officers Association: <http://www.gfoa.org>

Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA):
<http://www.emma.msrb.org>

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CSBA Sample Board Bylaw

Board Bylaws

BB 9012(a)

BOARD MEMBER ELECTRONIC COMMUNICATIONS

Note: The following **optional** Board bylaw should be modified to reflect district practice. The Brown Act (Government Code 54950-54963) requires that Governing Board members conduct district business at properly noticed and agendized public meetings. In general, Board members should keep in mind that, for purposes of the Brown Act, electronic communications are subject to the same conditions and the same rules of confidentiality that are applicable to other forms of communication, such as individual conversations, telephone calls, or paper copies of documents. However, the ease with which electronic communication can be shared and forwarded requires extra caution.

Furthermore, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. Also see ~~BP 3350 - Travel Expenses and BP/AR 3513.1 - Cellular Phone Reimbursement.~~

The Governing Board recognizes that electronic communication ~~among Board members and between Board members, district administration, and members of the public~~ is an efficient and convenient way **for Board members** to communicate and expedite the exchange of information **within the district and with members of the public.** ~~and to help keep the community informed about the goals, programs, and achievements of the district and its schools.~~ Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting **nor to circumvent the public's right to access records regarding district business.**

(cf. 1100 - Communication with the Public)

~~*(cf. 6020 - Parent Involvement)*~~

(cf. 9000 - Role of the Board)

(cf. 9322 - Agenda/Meeting Materials)

Note: Government Code 54952.2 defines a "meeting" as any congregation of a majority of the members of the Board at the same time and place to hear, discuss, or deliberate upon any item that is within the subject matter jurisdiction of the Board. ~~As amended by SB 1732 (Ch. 63, Statutes of 2008),~~ Government Code 54952.2 ~~revises the definition of a prohibited~~ **prohibits a** serial meeting, **defined** as a series of communications involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting. Thus, a series of emails, as well as other electronic communications such as postings on an online forum, that ultimately include a majority of the Board could lead to a Brown Act violation. While the safest course of action is to not send an email to another Board member that, if forwarded, could lead to a discussion about district business by a majority of the Board, given the prevalence of email, such a practice may not be practical. However, in order to help prevent an inadvertent violation, Board members may wish to consider including a "do not reply/forward alert" in the subject line of emails, as appropriate.

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

(*cf.* 9320 - Meetings and Notices)

Note: CSBA's Agenda Online is an electronic board meeting agenda service for use by districts and county offices of education which allows development of and access to Board meeting agendas, supporting documents, and minutes from any computer that has Internet access. Further information can be found on CSBA's web site.

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Note: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters.

In addition, Board members may use electronic communications to discuss matters ~~other than~~ **that do not pertain to** district business ~~with each other~~, regardless of the number of **Board** members participating in the discussion.

Note: **The following optional paragraph may be revised to reflect district practice.** ~~In general, Board members have no individual authority.~~ Many districts have established bylaws or other protocols describing how the Board has agreed to handle questions, concerns, or complaints received from members of the community. For example, see BB 9200 - Limits of Board Member Authority **and** ~~The district's communications plan may designate the Board president or Superintendent as spokesperson to respond to media inquiries; see BP 1112 - Media Relations and BB 9121 - Board President.~~

~~The following optional paragraph concerning electronic communications from the community should be reviewed carefully and revised as necessary for consistency with any such protocols or bylaws.~~

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the **press media** shall be forwarded to the designated district spokesperson.

(*cf.* 1112 - Media Relations)

(*cf.* 1312.1 - Complaints Concerning District Employees)

(*cf.* 1312.2 - Complaints Concerning Instructional Materials)

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

(cf. 1312.3 - Uniform Complaint Procedures)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 3320 - Claims and Actions Against the District)
 (cf. 9005 - Governance Standards)
 (cf. 9121 - Board President)
 (cf. 9200 - Limits of Board Member Authority)
 (cf. 9270 - Conflict of Interest)

In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
 (cf. 5125 - Student Records)
 (cf. 9011 - Disclosure of Confidential/Privileged Information)
 (cf. 9321 - Closed Session Purposes and Agendas)

Note: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters.

Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.

Note: Electronic communications received and sent by Board members may raise issues under are subject to disclosure upon request pursuant to the California Public Records Act (CPRA) (Government Code 6250-6270). Depending on the content of the communication and whether the message it is "prepared, owned, used, or retained" by the district in its normal course of business, the message may be subject to disclosure. Other legal issues arise if a Board member is using a non-district-owned computer or personal email address. District legal counsel should be consulted as appropriate. Also see BP/AR 1340 - Access to District Records and BP/AR 3580 - District Records.

In City of San Jose v. Superior Court, the California Supreme Court held that a public official's communications about public business, even if sent or received on the official's personal account or device, are public records and are not categorically excluded from disclosure under the CPRA. The court observed that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinary or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications.

In addition, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. See BP 3350 - Travel Expenses and BP/AR 3513.1 - Cellular Phone Reimbursement.

Like other writings concerning district business, a Board member's electronic communications may be subject to disclosure under the California Public Records Act. To the extent possible, electronic communications regarding any district-related business

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, he/she shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35140 Time and place of meetings

35145 Public meetings

35145.5 Agenda; public participation; regulations

35147 Open meeting law exceptions and applications

GOVERNMENT CODE

6250-6270 California Public Records Act

11135 State programs and activities, discrimination

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

54952.2 Meeting, defined

54953 Meetings to be open and public; attendance

54954.2 Agenda posting requirements, board actions

COURT DECISIONS

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

The Brown Act: School Boards and Open Meeting Laws, rev. 2006 2014

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